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ABSTRACT

Developed as an EPDA (Educational Professions Development Act) inservice training activity, the conference discussed in this report was designed to primarily determine those basic beliefs, principles, and concepts of vocational education subscribed to by region V conference participants, and secondly to discuss the relationship of policymaking to these beliefs, principles, and concepts. Included are the texts of (1) the three major presentations, covering the primary purpose of the conference, (2) a presentation (summary) on policymaking for vocational education, (3) two panel discussions, (4) reports of 10 work groups, asked to review and expand State lists of basic beliefs, principles, and concepts relevant to each of the following specific work groups: Administration and program supervision; program planning, development, and articulation; curriculum and instruction; informing, assessing, and counseling students; student placement and followup services; teacher preparation and certification; learning environments; evaluation, research, and accountability; communications and relationships, image; business management and financing, and (5) reports of nine program service area groups. The appendixes contain a summary of the conference evaluation, a list of resource persons and participants, and the preconference composite of basic beliefs, principles, and concepts of vocational education (13 pages). (HD)

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REPORT of

THIS WE BELIEVE

Region V, USOE

CONFERENCE ON

VOCATIONAL EDUCATION

OE 011 724

CONFERENCE REPORT

EPDA Project 155/156

As part of EPDA Project 153/136, WI-V-8 Grant award: G05-75-00045, June 13, 1975, administered by the Wisconsin Board of Vocational, Technical and Adult Education, Madison, Wisconsin, through USOE, Region V, HEW.

"THIS WE BELIEVE"

Region V Staff Development Conference

To determine those basic beliefs, principles and concepts of vocational education subscribed to by conference participants from the various states of Region V, USOE.

August, 1976

The activities and information reported herin are compiled persuant to a contract under the Educational Professions Development Act, Part F, Section 553, from the Office of Education, Region V, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Point of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Region V
Office of Education

ACKNOWLEDGEMENTS

It is appropriate to acknowledge the efforts of many persons whose assistance, cooperation and special efforts contributed greatly to the success of this conference "This We Believe."

This includes the EPDA coordinators of each of the six states of Region V, the staff of Region V, the speakers, panel members, work group leaders, recorders and presiders.

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INTRODUCTION

Purpose: The main purpose of this conference was to determine those basic beliefs, principles and concepts of vocational education subscribed to by conference participants from the various states of Region V, U.S. Office of Education. A secondary purpose was to discuss the relationship of policy making to these beliefs, principles and concepts.

Need: There are many factors which create a need for updating vocational education personnel at all levels. There are many forces at work ready to capitalize on vocational education's weaknesses in order to gain support for other causes. Dynamic technological changes are taking place in business and industry and in education. These changes create a basic need for updating the knowledges and skills of vocational education teachers, administrators, state staff members, teacher educators, et. al.

In this age of accountability, educators are being asked to demonstrate that they are making the best use of resources at their disposal. As a result, administrators have turned to the use of new analytical tools, such as: systems analysis, programming budgeting systems and management information systems. This movement creates a need for updating vocational educators at the various levels.

"One of the persistent stumbling blocks in the pathway to quality vocational education programs has been the nature of, or in many instances lack of, policy for vocational education at the state level." [1] This policy must evolve from sound principles, concepts and philosophy of vocational education.

Many people are entering the field of vocational education without appropriate knowledge of the basic principles and concepts of vocational education. There are many differing views and beliefs regarding vocational education which need review, discussion and a certain amount of consensus in order to present a united front for the maintenance and growth of quality vocational education programs, activities and services to meet the needs of society, employers and our citizenry.

Vocational education teachers, administrators, teacher educators and others responsible for personnel development should assume their responsibility to insure that vocational students are adequately perpared to enter or progress in an occupation of their choice.

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[1] "Policy-Making for vocational Education", Suggestions for Developing and Implementing Policies for vocational Education in the States, Division of Vocational Education, University of California, November, 1975, Foreword.

METHODOLOGY

On June 30, 1975, a grant was awarded to the Wisconsin Board of Vocational, Technical and Adult Education to administer a series of regional priorities of professional development activities. During November of 1975, Region V staff of the Bureau of Occupational and Adult Education met with selected Wisconsin vocational education state staff and developed a tentative list of EPDA In-Service Training Activities for FY 1976, of which one was a Regional Conference on Philosophy and Standards for Vocational Education.[1]

A meeting to plan a regional conference was held February 27, 1976, at O'Hare Hilton. The 20 participants at the planning meeting included Region V staff, state EPDA coordinators and representation from state staff and teacher education.

Potential conference objectives, topics, formats, speakers, dates and locations were discussed. It was decided to conduct a three-day-conference along the theme of "This We Believe" in Milwaukee during the last week of May, 1976.

The correspondence and details of selecting 20 reimbursed participants and 5-10 additional participants from each of the six states were handled through each state's EPDA coordinator. Based upon estimates of costs, the above quotas were increased slightly.

A composite list of basic beliefs, principles and concepts was prepared from lists submitted from the six states for discussion at the conference. Please refer to Appendix C.

The conference was held May 25, 26, and 27, 1976, at the Ramada Inn-Airport, Milwaukee, Wisconsin. More than 170 individuals representing state staffs, teacher education and local program administration participated in the conference. Conference activities included registration, opening remarks, four general session speakers, three work group sessions, two reaction panels, meetings of participants by state, conference evaluation and summary. Please refer to conference agenda and list of participants.

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[1] Regional Memorandum OAE-V-76-8, November 11, 1975

CONFERENCE AGENDA

Tuesday, May 25, 1976

10:00 a.m. to 1:00 p.m. REGISTRATION - Lobby - Robert Johnson, Wisconsin

12:30 p.m. MEETING OF GROUP LEADERS - Crown Ballroom

1:00 p.m. GENERAL SESSION - Crown Ballroom
Presider: Dr. William Lewis, USOE, Region V

1:15 p.m. Topic: WHY WE ARE HERE
Resource: Homer Edwards, Region V

1:30 p.m. Topic: BASIC BELIEFS, PRINCIPLES AND CONCEPTS OF VOCATIONAL EDUCATION
Resource: Dr. John Walsh, President
Dunwoody Industrial Institute

2:15 p.m. Topic: BASIC BELIEFS, PRINCIPLES AND CONCEPTS OF VOCATIONAL EDUCATION
Resource: Dr. Mary Ellis, President
Ellis Associates

Topic: WELCOME/REMARKS
Resource: Edwin Taibl, Assistant Director
MATC, Milwaukee

3:00 p.m. BREAK - Imperial Room (Courtesy - California Project "Policy Making for Vocational Education")

3:30 p.m. to 5:00 p.m. GROUP SESSIONS - "THIS WE BELIEVE"

Review and expand state lists of basic beliefs, principles and concepts of vocational education relevant to the work groups in which you are a participant.

	Work Groups	Leader	Room
1.	Administration and Program Supervision	Harland Samson	118
2.	Program Planning, Development and Articulation	Jerry Schmehl	114
3.	Curriculum and Instruction	Wayne Harrison	110
4.	Informing, Assessing and Counseling Students	Howard Avery	106
5.	Student Placement and Follow-Up Services	William Rude	119
6.	Teacher Preparation and Certification	Gary Leske	117

	Work Groups	Leader	Room
7.	Learning Environments-Facilities, Equipment and Community Resources	Lawrence Borosage	115
8.	Evaluation, Research and Accountability	James Galloway	113
9.	Communications and Relationships, Image	Don Healas	111
10.	Business Management and Financing	Tom Reckerd	109

5:00 p.m. MEETING OF WORK GROUP LEADERS - Crown Ballroom

7:30 p.m. GENERAL SESSION - Crown Ballroom
Presider: Homer Edwards, Region V
Topic: POLICY MAKING FOR VOCATIONAL EDUCATION
Resource: Dr. Melvin L. Barlow, et. al.

Wednesday, May 26, 1976

8:30 a.m. GENERAL SESSION - Crown Ballroom
Presider: Ruel Falk, DPI, Wisconsin
Topic: BASIC BELIEFS, PRINCIPLES AND CONCEPTS OF VOCATIONAL EDUCATION
Resource: Eugene Lehrmann, State Director, WBVTAE

9:15 a.m. BREAK - Imperial Room (Courtesy - California Project)

9:45 a.m. GROUP SESSIONS (Continue with work groups #1 thru 10)
Refine lists
Prepare draft of written report

11:45 a.m. NOON BUFFET LUNCH - Imperial Room

1:30 p.m. GENERAL SESSION - Crown Ballroom
Presider: Daryl Nichols, Region V
Topic: REACTION PANEL - THIS WE HEAR AND SEE
Moderator: Dr. William Lewis, Region V
Members: Donald Gentry, State Director, Indiana
Melvin Barlow, Director, California Project
Eugene Lehrmann, State Director, Wisconsin

2:15 p.m. GROUP SESSIONS (By Program Service Area) "THIS WE BELIEVE"

Verify, edit and expand the lists of basic beliefs, principles and concepts of vocational education appropriate to the program service area. Report to the work group of your interest.

	Program Service Area	Leader	Room
A.	Vocational Agriculture/Agribusiness	Don Coil	118
B.	Business/Office Education	Mary Brown	114
C.	Marketing/Distributive Education	Ralph Mason	110

	Program Service Area	Leader	Room
D.	Home Economics Education	Fern Horn	106
E.	Health Occupations Education	Caroline Rosdahl	119
F.	Trade/Industrial Education	George Kinsler	117
G.	Disadvantaged/Handicapped	Linda McFaul	115
H.	Administration/Supervision	George Kosbob	113
I.	Guidance/Counseling	Larry Fosler	111

3:15 p.m. BREAK - Imperial Room (Courtesy - California Project)

3:45 p.m. to
5:00 p.m. GROUP SESSIONS (Continue with work groups A through I)
Refine lists, prepare written report

Thursday, May 27, 1976

8:30 a.m. GENERAL SESSION - Crown Ballroom
Presider: Roland Krogstad, EPDA, Wisconsin
Topic: REACTION PANEL - THIS WE HEAR AND SEE
Moderator: Dr. William Lewis, Region V
Members: William Reynolds, Illinois
Bryl Shoemaker, State Director, Ohio
Robert Van Tries, State Director, Minnesota

9:15 a.m. to
11:15 a.m. GROUP SESSIONS (State Sessions) - "THIS WE BELIEVE"

Verify, edit and expand the lists of basic beliefs, principles and concepts for vocational education appropriate for your state. Identify the implications of this conference for your state. Develop tentative plans of action.

	State	Leader	Room
1.	Illinois	William Reynolds	118
2.	Indiana	Donald Gentry	114
3.	Michigan	Addison Hobbs	110
4.	Minnesota	Robert Van Tries	106
5.	Ohio	Byrl Shoemaker	Game Room A
6.	Wisconsin	Donald Brill	Game Room B

10:15 a.m. COFFEE AVAILABLE IN IMPERIAL ROOM

11:15 a.m. GENERAL SESSION - Crown Ballroom
Presider: Dr. Donald Brill, Assistant State Director, Wisconsin
Topic: CONFERENCE SUMMARY
Resource: Homer Edwards, Region V
Resource: Donald Brill, Wisconsin

Conference Evaluation
Administrative Details

12:00 Noon ADJOURN

ANALYSIS OF PARTICIPANTS

Data in Table 1 indicate that 173 persons including resource persons attended the conference. The state of Wisconsin had the largest attendance at 57. However, over 15 of these attended the first or second day only. For the program service areas, Trade and Industrial had 17 identified participants, while Distributive Education (D.E.) and Guidance Services had six each identified.

Table 1

ANALYSIS OF PARTICIPANTS BY STATE, FUNCTION AND PROGRAM SERVICE AREA. N = 173

U = University (if area identified) S = State Department (if area identified)

State	Agri		Bus.		D.E.		H.E.		H.O.		T/I		Guidance		Local Admin.	Other (a)	Total
	U	S	U	S	U	S	U	S	U	S	U	S	U	S			
Illinois		1	1	1		1	1		1	1	1	1		1	1	9	20
Indiana	1	1	2	1		1	1	1	1	1		1	1		7	6	25
Michigan	1			1			1				2				9	9	23
Minnesota	2	1	1		1	1	1	1	1	1	3	1			3	5	22
Ohio	1		1		1		1			1	1			1	3	5	15
Wisconsin	1	2	1	2		1	1	2		2	2	5		3	14	21	57
Other (b)																11	11
Total	6	5	6	5	2	4	6	4	3	6	9	8	1	5	37	66	173

(a) = State Directors, State Advisory Council Members, Unidentified or Miscellaneous areas.

(b) = Speakers, California Project, Region V staff, Advisory Council members.

Many of those indicated in the "Other" column (a) probably have expertise and/or are employed in one of the program service areas but were not so identified during the registration process.

BASIC BELIEFS, PRINCIPLES AND CONCEPTS OF VOCATIONAL EDUCATION

Dr. John P. Walsh, President
Dunwoody Industrial Institute

The dynamics of Vocational Education in the 1970's are such that vocational educators, with an eye on the future, must pause for a moment to assess where they have been, where they are at the moment, and where they are going in the future. Planning for the future requires a reassessment of philosophy and a reaffirmation of basic beliefs, principles and concepts of vocational education and a sound commitment to provide the base for future planning.

This conference is a demonstration of the recognition of the need for such soul searching and the personal commitment of the conferees to firm up a position in the light of current socio-economic conditions. The timing is most appropriate.

Focus on the Current Scene

We could best describe the current moment as:

- A time for assessment, evaluation and reaffirmation of basic beliefs, principles and concepts as we plot our trajectory into the future.
- A time when all of education is under the public microscope because of its pre-eminent stature as "Big Business" -- a major segment of GNP.
- A time when the education-economics interface is being quantified and evaluated.
- A time of growth and recognition for Vocational-Technical Education.
- A time to build solidarity and professionalism to make the most of what we have gained.

Background - The Education-Economics Interface

During the past generation, salaries, construction and other expenditures for formal education grew from a little over 2% of the gross national product to 8%. And, by the year 2000, it's projected to reach 12 to 15% of GNP. Only one other sector of the economy, the military, increased its spending at such a rate.

Education truly is "Big Business." Even the current 8% of a trillion dollar economy is mind boggling and almost incomprehensible. And, the funding of such an enterprise becomes a major problem and concern. The questions are already being asked - How do we finance such ever-rising costs? Can we afford the luxury over time? For, as Harold Gores so succinctly stated "What we failed to observe was that we were about to pass out of the era of cheap labor, cheap energy and cheap money. No one seemed to foresee that education and economics were on a collision course." The collision has occurred.

So, cost-effectiveness, accountability and quality assurance become much more than just words in our educational lexicon. They become active objectives for future viability and maintenance of public support.

Within the overall realm of education, the segment that has shown the greatest growth in the past decade, and captured the public eye as the most meaningful alternative preparation for a viable way of life is vocational education in all its facets. We have come of age. And we, too, move under the public microscope!

A Look at the Current Posture of Vocational Education

Vocational education is in the spotlight at center stage today as a result of its accomplishments over time; its recognized social and economic value; and the simple fact that more people than ever before are turning to it as a pathway to a satisfying and meaningful life. All around the globe, the phenomenon is clear for all to see in developing as well as in developed nations. The demand stems from expanding technology and the need to develop competence to cope with and reap its benefits.

All across the nation, the demand grows for quality vocational education to serve greater numbers of people, resulting in institutional growth that would have been mind boggling less than a decade ago and intensifying the demand for professional personnel -- teachers, administrators, leaders -- almost beyond our means to produce them by 1980 when we will be serving over 20,000,000 people in day school programs. At the same time, we're expanding our program reach. Innovative changes are being introduced at a rapid pace. The continuum of our clientele is being broadened to include individuals with greater sets of needs.

The net result has been to place greater demands on teachers and administrators by broadening the arena in which they function at a time when we have more and more practitioners with less and less experience in the field.

- By requiring an increasing range of competence to meet the special needs of participants.
- By requiring multi-faceted delivery systems to provide the required services.
- By requiring multi-agency relationships to accomplish our objectives.

All of which tends to increase the public visability of our programs, thus inviting closer scrutiny and stimulating a "me too-ism" syndrome -- "Everybody wants to get into the act."

Believe it or not, as Ripley would say, in this period of expanding support and growth in vocational education across the nation, there are forces at work ready to capitalize on hidden weaknesses, real or imagined, in order to gain support for another cause. And we're feeling those pressures now. It's a price to be paid for recognized success.

The pressures are focused on the quality of programs, organizational structure, program administration and the delivery of services. The attacks vector in on us from several angles. Whatever the source of stimulation for such forays, the very nature of the attacks will be felt at all our operational levels.

The Government Accounting Office (GAO) report focused on the administration of federal funds and the use of the various set-asides. It questioned the quality of the administration of our programs. Though of questionable accuracy in some of its facets, damage has been done in its release to the public.

On the legislative front, emerging federal acts tend to create paralleling agencies to provide services for manpower development and utilization obliquely faulting the capability of the vocational education system to deliver the range and quality of services needed by the disadvantaged, the unemployed, and others outside the mainstream of our way of life. The Comprehensive Employment and Training Act (CETA) fails to recognize the capabilities and past contributions of the vocational education system in meeting the employment training needs of the populations identified as the focus of that Act.

And, as Congress moved to amend and extend and extend the Vocational Education Act, the legislative waters were muddied by the rhetoric of groups or associations who felt that their own organizational interests would best be served by "splitting the pot" several ways based on program terminology. So the focus has been shifted from a single lens concentrated on vocational education to a refracting prism to bring about a separation of: vocational education, occupational education, career education, occupational guidance, etc., with divergent funding patterns to separate agencies for their administration.

However, the most disconcerting thrust of all has been the attack on the quality and effectiveness of vocational education programs so widely covered in the press. It all began with the efforts of the Federal Trade Commission to provide consumer protection for citizens enrolling in proprietary schools offering vocational curriculums. Through announcements and hearings on proposed regulations, the inference was drawn that all vocational education, both public and private, should be scrutinized for misleading practices. And, the bombshell from Berkely hit the nation's press when Wilms released the report of his study "The Effectiveness of Public and Proprietary Occupational Training." In one leading newspaper, the story was captioned "New Study Says Jobs Don't Match Training," inferring in the lead paragraph that "only one in five graduates of professional and technical training programs in vocational schools found the well-paying jobs for which they had been trained."

In 1975, USOE released one of its Monographs in Career Education entitled The Reserve Army of the Underemployed written by James O'Toole of USC. It was not at all complimentary for Vocational Education. Indeed, it made seven detailed charges against vocational education. His attack on vocational education was made in a section of the monograph carrying a heading "Everyone's Favorite Solution." The following charges were made:

1. A second class education for second class citizens.

2. Vocational Education seeks to create a dual system of education.

3. Vocational Education grads do poorly in the labor market.

4. Vocational Education is too narrow in scope.

5. Vocational grads are too narrowly trained to be upgraded on the job.

6. Vocational grads are trained in the wrong fields.

7. Vocational Education doesn't appeal to today's youth.

And so it goes. Constructive criticism is a welcome stimulant, a needed prod to keep the adrenelin flowing and the functional processes working. However, shabby release of data is another story. A story that begs for complete disclosure of the facts to "tell it like it is."

To provide solid support for vocational education, there must be a positive polarization of all its sectors. Such polarization must begin within the several sectors. And, the place to begin is to assure ourselves that program quality has been exalted as a result of our efforts and that quality has been maintained as our programs have been broadened to meet the needs of a wider range of individuals.

Needed is a reaffirmation of basic philosophy and an adherence to proven standards to guide our path to assured quality in all our programs. To the degree that our philosophy is sound and our standards are meaningful, we can withstand the onslaughts of those less soundly based. David Snedden summed it up nicely quite a few years ago when he wrote, "So we speak of an approach to a philosophy of vocational education through America's social ideals and problems as the determinants of the educative process based on a firm set of principles that can stand up to the heat of conflict and conjecture." Now, again, we have an interface in terms of conflict and conjecture. How do we stand up under such a scrutiny?

What is your philosophy? What do you believe about vocational education? How do you bring into focus the past, the present and the future? Do you have a set of principles that provide the foundation on which you build your program concept? Or do you shift position with the ebb and flow of the tide -- the rise and fall of public opinion and pressure.

Of course there are modifications to be made as the times prove the need for change -- but the fundamental concepts and principles maintain their applicability. Tom Quigley, that fine, southern gentlemen of vocational education, penned it clearly in his book In the Sweat of Thy Face when he wrote,

> "A philosophy is always some sort of a systematic attempt at interpreting the meaning of the totality of experience to give us ideals by which to direct our lives. Foundations for a philosophy are laid on a set of solid principles. From such a base, modifications or adjustments in keeping with the times, attuned to the syndromes of the era, result in current applications in programming of innovations that maintain the integrity of those principles."

To do otherwise is to become fuzzy and vulnerable -- and to lack a basis for a measure of quality.

What are the founding principles that have given strength to our movement, what have brought us recognition, that have nurtured us through conflict and conjecture? How do we measure up to them today?

Fundamental Philosophical Concepts

The basic purpose of vocational education is to prepare an individual to enter into and make progress in employment on a useful and productive basis. A quarter century ago, AVA published a definition and statement of basic philosophy:

> "Vocational education is designed to develop skills, abilities understandings, attitudes, work habits, and appreciations encompassing knowledge and information needed by a worker to enter and made progress in employment on a useful and productive basis. It is an integral part of the total educational program and contributes toward the development of good citizens by developing their physical, social, civic, cultural, and economic competencies."

That statement had validity when written and still is sound. It can accommodate the advantaged and the disadvantaged, and all other special needs groups.

In 1956, Fred Ingram, then AVA President, authored an AVA monograph entitled, What Makes Education Vocational, in which he sets forth five Essential Characteristics of Vocational Education which he identified as setting it distinctly apart from general education.

1. Education is vocational when it is designed specifically to improve the efficiency of an individual in a specific occupation -- either as preparation for employment or supplementary to the duties of employed workers.

2. Education is vocational when it is taught and learned in its relations and applications to the actual work of a specific occupation.

3. Education is vocational when it is of more value to one who will pursue or is pursuing a specific occupation than to anyone else.

4. Education is vocational when it is so timed that the learner needs it and will apply it to useful and productive work in a specific occupation at the time it is learned.

5. Education is vocational when the necessary skills and knowledge of a specific occupation are being taught and learned in their practical and proper relationships.

Decades ago, Charles A. Prosser, my predecessor at Dunwoody Industrial Institute, set forth a set of principles or theorems of vocational education that are worthy of review. They were basic in his day and have stood the test of time. If you will indulge me, let me read those 16 theorems. But, as I do so, think not of the times when they were postulated decades ago, but of today and tomorrow, and in the light of the clientele that we now serve. These were Prosser's theorems:

1. Vocational education will be efficient to the extent that the environment in which the learner is trained is a replica of the environment in which he must subsequently work.

2. Effective vocational training can only be given where the training jobs are carried on in the same way with the same operations, the same tools, and the same machines as in the occupation itself.

3. Vocational education will be effective to the extent that it trains the individual directly and specifically in the thinking habits and manipulative habits required in the occupation.

4. Vocational education will be effective to the extent that it enables each individual to capitalize on his own interests, aptitudes and intrinsic intelligence.

5. Effective vocational education for any profession, calling, trade occupation, or job can only be given to the selective group of individuals who need it, want it, and are able to profit by it.

6. Vocational training will be effective to the extent that specific training experiences for forming right habits of doing and thinking are repeated to the point that these habits become fixed to the degre necessary for gainful employment.

7. Vocational education will be effective to the extent that the instructor has the successful experience in the application of skills and knowledge to the operations and processes that he undertakes to teach.

8. For every occupation, there is a minimum of productive ability which an individual must possess in order to secure or retain employment in that occupation. If vocational education is not carried to that point with that individual, it is neither personally nor socially effective.

9. Vocational education must recognize conditions as they are and must train individuals to meet the demands of the labor market even though it may be true that more efficient ways of conducting the occupation may be known and that better working conditions are highly desirable.

10. The effective establishment of processed habits in any learner will be secured in proportion as the training is given on actual jobs and not on exercises or pseudo jobs.

11. The only reliable source of content for specific training in an occupation is in the experiences of masters of that occupation.

12. For every occupation, there is a body of content which is peculiar to that occupation and which practically has no functioning value in any other occupation.

13. Vocational education will render efficient social service to the extent that it meets the specific training needs of any group at the time they are needed, and in such a way that they can most effectively profit by the instruction.

14. To be socially efficient, vocational education must take into consideration the particular characteristics of any particular group which it serves.

15. The administration of vocational education will be efficient to the extent that it is elastic and fluid rather than rigid and standardized.

16. While every reasonable effort should be made to reduce per capita cost, there is a minimum below which effective vocational education cannot be given, and if the course does not permit this minimum of per capita cost, vocational education cannot be attempted.

Inherent in Prosser's statements is a combination of steadfastness of purpose coupled with flexibility to match conditions as they change. Are the theorems outdated? Do they still hold up today? Will they work?

I believe that they are as sound and viable today as they were when drafted decades ago! In any period of change, certain pressures are placed on individuals which tend to strengthen or modify the philosophy of the individual. In times such as these, when we are subject to the turbulence of technology in transition and the social syndromes that are indicative of our times, we must be in a position to take a stand that is based on sound philosophy and principle. And, such a stand must be taken in concert with fellow practitioners to gain the strength of unity.

When did you last take the time to review your foundation of philosophy and principles that guide your efforts and progress in vocational education? Perhaps the time is again at hand!

Building for the Future

Sound professional leadership is the key to a viable future assured of public support for cost-effective, results-oriented, human resources development programs. Sound professional leadership must be undergirded with a foundation structured from firm beliefs, sound concepts and working principles.

Needed is leadership that can meet these 5 basic requirements:

1. The ability to establish the base for effective planning and administration of vocational education.

    - o Reaffirmation of basic philosophy of vocational education consonant with the times, as the basic human resources development vehicle.
    - o Identification of the continuum of clientele to be served.
    - o Identification of the range of delivery systems required to serve the needs of the clientele.

2. The ability to establish meaningful and achievable goals, objectives, and priorities with identified time frame commitments for accomplishment.

3. The ability to establish standards for all elements of the program as a base for program evaluation and accountability.

4. The ability to establish the administrative organization and management systems to support achievement of identified goals and objectives.

5. The ability to secure and develop the administrative and professional staff competence to manage and man the delivery systems to assure the quality and utilization of the system outputs.

The Quest for Quality

The efficiency and effectiveness of the delivery of service through vocational education cannot be measured solely on the basis of "Through-Put," the numbers who transit the system. The true measure will be taken in terms of attitudinal change and the development of utilitarian competence on the part of the participants who profit from the experience as measured over time.

To make such measurements of achievement, within a reasonable set of cost-effective parameters, requires adherence to standards to assure product quality. And, it is by your product that you and your programs will be evaluated.

Vocational Education, now and in the future, is and will be "Big Business" -- it must be managed accordingly.

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In the words of General John M. Kemper,

"Lord have mercy on us
and justify the high esteem
in which we hold ourselves"

BASIC BELIEFS, PRINCIPLES AND CONCEPTS OF VOCATIONAL EDUCATION

Dr. Mary L. Ellis, President
Ellis Associates, Inc.

For 59 years, vocational educators have been guided by certain social and economic conditions with their fundamental charge of preparing people for the world of work. Just as social, economic and political conditions have evolved over the past six decades, so has the thrust of vocational education. Vocational education is a program designed to assist people in acquiring fundamental skills needed for employment and/or upgrading on the job. Detailed attention to skill preparation has not given way to lack of preparation of students in theory, as well as related instruction in reading, writing and mathematics. Vocational education, I believe, should prepare a person for work as well as how to live in this increasingly complex society.

Vocational education, like every other facet of education, has operated with an absence of a definitive national manpower policy. While certain legislative mandates prescribed by law are implicit in existing and earlier legislation, vocational educators, like others, are placed in a position of developing and interpreting their own versions of a national manpower policy. The lack of a definitive national manpower policy results in numerous prognoses of what vocational educators should plan for, both present and future.

Beliefs, Concepts and Principles

There are numerous beliefs, principles and concepts of vocational education on which I believe most of you would agree. These are founded in our past, confirmed by tradition, and accepted by most vocational educators as fundamentally sound principles. Briefly, to name only a few, vocational education:

- is designed to serve needs of individuals
- is responsive to societal and economic needs
- emphasizes application of knowledge as well as skill preparation and acquisition of theory
- is sensitive and responsive to local, state, regional and national manpower needs
- uses imput from advisory committee/councils at all levels
- is a part of the mainstream of American education
- is for youth and adults who can profit from such instruction
- is preparation for life
- is managed by persons with backgrounds in different fields who specialize in selected areas
- is for all groups -- disadvantaged, handicapped, minorities, women

To this brief list, I could add -- and you could add -- numerous additional beliefs, principles and concepts of vocational education. The point is, that we as vocational educators might agree, but how about those people outside the field of vocational education? At one time, the definition of vocational education appeared to be fairly well understood by both vocational educators and non-vocational people. During the past several years, a number of things have happened which give way to confusion and lack of understanding of what we are about.

Broadened Dimensions of Vocational Education

The dimensions of the vocational education program have been extended with each piece of federal legislation, impacting to some extent on all age and ethnic groups and on varied sectors of the economy. Still, the goals, scope

and quality of vocational education vary from state to state, where the extent of commitment, from the state board to the local teacher, is the genuine key to success or failure, notwithstanding other factors such as inadequate federal funding, and the establishment of goals difficult to achieve through one structure. In the last few years, the merits of vocational education have won increasing respect, even in academic circles. Yet, vocational education seems a poor stepchild in comparison to both general education and the highly visible, costly, all-federally funded manpower training programs. Moreover, vocational education is expected to fulfill two generally isolated national priorities, education and manpower development, without genuine linkages to either. In a sense, vocational educators must wear two hats. Little wonder that the public image and identity of vocational education are hazy.

Oddly enough, vocational education's current direction draws strength from its dual role as a servant to the ideals of education and as an instrument of manpower policy. Vocational education has been criticized by academics for neglecting the intellectual and psycho-social needs of its students and by manpowerists for failing to meet socio-economic problems systematically. Now that vocational education has extended its program in both directions perhaps it can, as it shows signs of doing, trade on its unique, undeclared role, lending pragmatism to academia and humanism and depth to manpower development.

Nevertheless, the ambiguous stance of vocational education is critical. Is continued growth, i.e., reaching 80 percent of the population, a realistic goal? Do we want to, and can we, deal singlehandedly with the disadvantaged in the schools? Will we confront the discrepancies in the social fabric and in the structure of the work force that limit the ultimate success of our students? Will vocational education acknowledge an ongoing responsibility to its students by championing the rights of workers to receive retraining, upgrading and continuing opportunities for human enrichment? That is, will our commitment to educating and training people override a laissez-faire attitude toward the economic system?

The definition of vocational education in the 1968 Amendments had certain specificity. So, too, does the definition in the proposed amendments for vocational education passed by the House of Representatives earlier this month. In practice, however, the vocational education program has become so broad and diverse in its response to manpower demands and the needs of all age and ethnic groups that it is almost impossible to describe in any definitive way.

During the 1960's, the national commitment to attack problems of urban decay, poverty, unemployment and inequality brought new dimensions to vocational education. The campaign to arrest these problems and develop an educated and trained work force led to sweeping changes in the program. Among its many charges, the mandates to improve the quality of existing programs and to respond to the needs of youth and adults with socio-economic problems posed a challenge to vocational education which it is still trying to meet. Members of Congress viewed vocational education as an instrument to alleviate unbearable social and economic conditions in which millions of our citizens lived. The long perceived dichotomy between academic and vocational education was viewed as outmoded and, thus, no longer tolerable.

During the last two decades, the popular phrase "pay check education" was frequently substituted for "vocational education" and expectations for the program have been high.

Vocational educators were expected, and made an attempt to accommodate the needs of 80 percent of the population. A population which was undergoing rapidly changing needs and responding to ever increasing technological developments. Additional emphasis on postsecondary education was an outgrowth of these conditions, as well as a more flexible, and viable program designed to meet unique needs of disadvantaged and handicapped persons.

For many years, vocational educators have used local advisory committees to assist in developing programs which are responsive to labor market needs. The concept of using advisory committees has been widely embraced, and we have moved into an era in which advisory committees assist in reviewing and making recommendations for program inprovement at the federal, state and local levels.

Demand for Accountability and Evaluation

Accountability, long held as important by vocational educators, became a hallmark in the late 60's and early 70's. Program planning and budgeting systems initially developed in Secretary McNamara's Department of Defense were soon moved into other agencies of the government. Increased emphasis on program planning, establishing objectives, monitoring results, and following through for program modification has been a natural result. Evaluation of programs and services has taken on new dimensions in recent years albeit an important function of vocational education in years past. Demands for accountability in vocational education underscore the need for improved data. For the most part, vocational educators have discovered that data routinely kept on program operations at the national level are grossly inadequate to meet program evaluation requirements. Lack of uniformity in reporting data on vocational education across the United States severly limits analysis of the direction and impact of the national effort. While there are exceptions, it is generally true that lack of consistency among states have installed management information systems to retrieve and analyze data on program operations, a national picture is difficult if not impossible to assemble.

The demand for accountability also strengthens the rationale for a more vigorous initiative in the area of program evaluation. Accountability cannot exist without an evaluation system capable of identifying the extent to which funds are impacting on the needs and problems of youth and adults in the program, and the needs and problems of communities throughout the nation. Program improvement depends upon coordinated evaluation efforts at the local, state and national level. Ongoing assessments must measure programs in terms of their state objectives. Yet the suppositions used in developing satisfactory and realistic objectives, as well as effective and efficient program approaches, must also be reviewed and tested on a routine basis. The current weaknesses of evaluation, including methods and techniques, are directly related, I believe, to the inadequacy of the research effort in vocational education which has never been funded at a level commensurate with need.

Need for Comprehensive Planning

Comprehensive planning is crucial to the success of vocational education. A host of complex variables must be considered in designing programs for a comprehensive vocational education delivery system. Currently, a number of groups, agencies and bodies are engaged in planning and frequently there is duplication and outright overlap in their activities. Added to the planning problem is the inadequacy of data and information on manpower projections.

Any number of critical factors must be considered when designing vocational education programs. Translating future projections for the goods and services industries into the kinds of workers needed and thus the kinds of programs to be developed; considering constraining factors such as short-term budgeting and late appropriations; maintaining a balance of programs for all groups and ages at all levels of education; exploring ways to generate many kinds of realiable data necessary for decision making; building in the flexibility needed to accommodate socio-economic changes; developing strategies for updating or modifying existing programs and terminating outmoded programs; providing fair and equitable treatment of special population groups; and examining policy and legal constraints. Coordination and cooperation with a host of agencies, groups and individuals as well as ongoing supervision of day-to-day matters of the program are also requisites for effective planning. While these are only a few of the factors which must be considered in comprehensive planning, one can readily see that the task is both enormous and complex.

Administrators and others engaged in planning vocational education programs are likely to encounter a maze of estimates and projections of national manpower requirements which may have little or no relevance for the communities in which they live. In addition, there is apparently no way to determine which set of data, if any, is the most appropriate for specific planning purposes. At the same time, vocational education planners may be confronted with a dearth of information about local, state or regional needs for any given occupation. Planning becomes very difficult when considering occupations for which there are short-term employment needs. Planning for new and emerging occupations is even more challenging. Vocational educators need information which will tell them about growth or contraction in a given occupation. They need projections for the future in order to plan programs and counsel students properly and they need this manpower information at the local, state, regional and national level. Yet, long-range projections are rarely stable and should be updated on a regular basis. In long-range planning, judgmental factors come into play and introduce a large margin of uncertainty. The fact remains that these and other constraining factors will continue to exist and provision must be made to accommodate them with greater precision.

Research and Dissemination Needed

Since the enactment of the Vocational Education Act of 1963, vocational education enrollment has increased from approximately three and one-half million students to an estimated 14 million students this fiscal year. Interestingly, vocational education research has not increased proportionately to the expanded enrollments in vocational education. This is particularly disappointing, since the need for new knowledge and programs is absolutely essential to the development of the field.

While the funds for vocational education research and development have been minimal compared to needs, many fine contributions to the advancement of the field have been made; and, I believe, are directly attributable to the research and development which has been conducted under provisions of the vocational legislation. Much more, however, needs to be done. While other educational legislation does exist which authorizes funds for research and development, no other federal program has demonstrated continued interest in, or commitment to, expanding our capabilities with respect to design and development of new and improved programs in vocational education.

Because of rapidly changing occupational requirements, structural changes in the labor force, high unemployment and underemployment, emerging trades and technologies, unparalleled entrance of women into the labor force, energy development and conservation, as well as other problems, vocational education research is imperative to assure that programs are addressed to current and developing needs. What we need is an organized, well orchestrated, vocational education research, development and utilization program. While many exciting projects are currently underway, and while many have already been completed and are being used by practitioners in the field, what has gone on has been uncoordinated and sometimes duplicative. National projects are funded and contractors frequently must spend an inordinate amount of time finding out what has already been done, or what is under development. Similarly, states fund projects which might be of value to others, but the information somehow rarely gets to the right people.

Many research needs transcend state or regional boundaries and have vital implications for the nation and the vocational education program. National priorities should be addressed on a continuing, ongoing basis, and not funded piecemeal fashion. Systematic, sustained research is needed to enable researchers to adequately examine all the factors associated with design and development of research programs which effectively accommodate social and economic needs of our people and the nation. This cannot and will not happen if plans are not implemented which are designed to assure that we have a total, well-coordinated research, development, dissemination and utilization system. Researchers and practioners need to know what has been done, what is in process, and what priorities are to be addressed.

Curriculum Problems and Needs

In addition to Part C funds for vocational education research, Part I of the Vocational Education Act of 1963, as amended, authorizes the Commissioner to make grants to or contracts with colleges and universities, state boards, and other public or nonprofit private agencies and institutions for curriculum development in vocational and technical education. No matching funds are required.

The curriculum development program provides for the development, testing and limited dissemination of vocational education curriculum materials for use in teaching occupational subjects, including curriculums for new and changing occupational fields and vocational teacher education. It further provides for: developing standards for curriculum development in all occupational fields; coordinating the efforts of the states with respect to curriculum development and management; surveying curriculum materials produced by other agencies; evaluating vocational-technical education curriculum materials; and training personnel in curriculum development.

Funds appropriated for curriculum development have fallen far short of authorizations. This is tragic since the vocational education curriculum development program is user oriented and is absolutely essential for the field to keep abreast of accelerating technological advancements and changing occupational requirements. The Part I, curriculum development program is addressed to national vocational education needs; and, no other program, federal, state or local is providing this particular kind of support. The Part I, curriculum development program is designed to minimize duplication of efforts, is cost effective, and is assuring that materials developed are moved into the field immediately for use by practicing teachers. Few federal programs are so heavily user oriented.

While states do engage in development of curriculum guides, such guides are rarely field tested and validated prior to use. Testing materials in the schools is an integral part of the curriculum development under Part I. Among others, I view the curriculum development program as a quality control measure to assure program excellence.

The research and curriculum development program in vocational education is becoming more critical with advanced technological development. The problem of emerging occupations is inherent and continuing in our complex society and must be faced at the national level if our educational system is to remain relevant to changing social and economic needs.

The need for research and curriculum development is imperative for any educational program. As society becomes increasingly complex, we must provide ways and means for a well-coordinated, well-planned and designed, systematic and sustained national and state research and development program. Research is critically needed for advancement of the vocational education program, including state of the art studies. Curriculum development is needed to assure that teachers have timely, relevant tools with which to work. Without a national system of research, development, dissemination and utilization the vocational education program and its students will suffer. We must somehow develop a comprehensive system to accommodate social and economic concerns of this nation which will result in a more responsive, flexible vocational education system.

Conclusion

The quality of any educational program is contingent on the competence and foresight of the individuals who direct such an effort. If the teachers are the "keystone" of vocational education, certainly those who administer and supervise programs are the "buttresses upon which the program is built." Leadership development, so critical to the improvement of vocational education, has received some impetus. The recent decision by selected state departments of vocational education to cut funding for teacher education in the universities may, however, have long-range negative effects. We need statesmen and stateswomen in vocational education, and we should be willing to pay the price for preparation of these persons.

To these concepts I could add many others. Vocational education continues to evolve as a philosophy and as a program. This flexibility may prove to be vocational education's greatest asset. Vocational education already has developed the scope and basic capability to move in a number of directions in response to social and economic needs. In the final analysis, we may be judged not from what we have done but what we were capable of doing. The future of vocational education lies not in the achievements of the past, although we must constantly be aware of our past, it lies in the future. And we have nothing to fear from the future except as we shall forget our past history.

BASIC BELIEFS, PRINCIPLES AND CONCEPTS OF VOCATIONAL EDUCATION

Mr. Eugene I. Lehrmann

Following two noted vocational educators on the program with the same topic is somewhat hazardous. An added hazard is my excuse for not being with you Tuesday afternoon because of the State Board meeting in Madison. Perhaps we in Wisconsin do have some "basic beliefs, principles and concepts of vocational education" which have not been mentioned by either Dr. Walsh or Dr. Ellis.

Wisconsin does have a unique system in that the State Board of Vocational, Technical and Adult Education is a separate educational entity from the Department of Public Instruction.

The primary responsibility for the education of all youth under age 18 or to the completion of high school rests with the Department of Public Instruction and the local school districts. This responsibility includes, but is not limited to, the development of comprehensive high schools with opportunities in Pre-Vocational, Capstone and Cooperative programs in order that the needs of all students may be met. Vocational, Technical and Adult Education Districts cooperate with public school districts to improve articulation of secondary and post-secondary vocational curriculum in order to facilitate students advancing from secondary to post-secondary vocational programs without the need for duplication of learning activities which have already been completed in the high school vocational program.

In order to provide alternative educational opportunities to 16 and 17 year olds, VTAE Districts and local school boards cooperate in developing contractual and non-contractual agreements designed to optimize opportunities for vocational education for persons in this age group.

We are also separated from the University of Wisconsin system. The mission of the Wisconsin Board of Vocational, Technical and Adult Education in its program orientation is to the offering of post-secondary vocational and technical occupational education below the baccalaureate level. The educational objective of a vocational, technical and adult education program is to prepare individuals for entry-level employment in and career development within vocational and technical level occupations. A corollary, limited mission is in offering collegiate transfer programs at the vocational, technical and adult education institutes at Madison, Milwaukee and Rhinelander.

The University of Wisconsin system has a broad mission of instruction, research and public service in the disciplines and professions traditionally associated with higher education. This mission necessarily includes programming in vocational and occupational areas. However, in these areas, the University of Wisconsin system's orientation is that of offering programs leading to a baccalaureate or higher degree.

Significant differences are frequently observed in the clientele of the VTAE and University of Wisconsin systems with respect to educational interests. The VTAE aims much of its continuing or extension education toward the unskilled, semi-skilled, skilled, technical and semi-professional personnel while the University of Wisconsin focuses much of its effort on developing professional leadership personnel.

Research is a primary function of the University of Wisconsin system. However, the VTAE system acknowledges a responsibility to coordinate research of importance to vocational, technical and adult education in order to assure attention to needs in this area. For this purpose, a research coordinating unit is located in the VTAE state office, and two centers for research and subjects related to vocational, technical and adult education are sponsored within the University of Wisconsin system.

Cooperation and coordination between the two systems are maintained by the linkage of board members and the University of Wisconsin - VTAE Joint Administrative Committees on Academic Programs, Continuing Education and Facilities. These committees, appointed by the chief administrators of each system, exist to review program proposals and to assist in program and mission articulation.

With these differences in mind, I shall present Wisconsin's philosophy.

The vocational, technical and adult education system is dedicated to meeting the occupational training needs of the people of Wisconsin through educational offerings and services developed and implemented by local districts. These offerings are designed to assist people in preparing to enter the labor market, upgrading skills to retain or advance in their present occupation and/or retraining for new occupations in accord with personal goals or changing technology.

In their efforts to provide comprehensive, high-quality educational offerings which are appropriate to the needs, interests and abilities of students and pertinent to labor market needs, the districts are provided consultation, coordination and support services by the state board staff.

The development and maintenance of instructional offerings and related services in the VTAE system focuses on maximizing the accessibility of these offerings to present and prospective students and on providing equal opportunities for vocational, technical and adult education to all persons regardless of age (16 or over or who have completed high school), sex, handicap, creed, race, color, national origin, ancestry or other factors unrelated to satisfactory job performance.

We believe vocational, technical and adult education has certain basic education values. The students moving out in a steady flow from vocational, technical and adult education institutions to responsible positions as productive citizens attest to the values this type of education provides the graduate, the family, the community and the state. What are the values, or benefits, provided by the vocational, technical and adult education system? We have identified six such values and listed them in our "Master Plan." They are:

1. Vocational, technical and adult education provides the student with the capability to financially sustain self and family after completing the initial degree or diploma occupational course work.

2. Vocational, technical and adult education contributes substantially to the student's ability to solve difficult occupational and/or life problems.

3. Vocational, technical and adult education helps develop the motivation and provides the opportunity for retraining and upgrading and related instruction for apprenticeship.

4. Vocational, technical and adult education helps the student become aware that the chosen vocation is important to society and enhances the student's desire to meet the standards demanded by the job or the profession.

5. Vocational, technical and adult education helps create an appreciation for the values of our system of government and the responsibilities of citizenship.

6. Vocational, technical and adult education provides opportunities for learning by doing and for students to broaden their interests.

The principles of vocational, technical and adult education which Wisconsin adheres to include staff development. We believe vocational education requires a competent staff with expertise in the fields for which they are responsible. Appropriate educational and/or work-experience programs will be developed, coordinated and conducted to meet the needs of instructional, supervisory, coordinative and administrative staff employed in the system. This is a goal and underlies our basic principle of providing competent staff.

The quality of vocational education programs, services and activities is contingent upon the quality of staff which develop, implement and evaluate them. New developments in science and technology with corresponding changes in job requirements cause a problem in maintaining relevancy of vocational curriculum content, instructional processes, competencies taught and performance levels to be achieved.

Probably our most important principle is that vocational education will be provided to meet the needs of people in preparation for entering the labor market and for developing or upgrading specific work and general living skills, knowledge and attitudes.

The December 1973 issues of Labor Review, published by the U.S. Department of Labor, predicts that 23.7 percent of all job openings over the 1972-1985 period will require four years of college or more. The report indicates that if higher education continues to over-supply the need, the flow of energetic, intelligent manpower to vocational-technical occupations will be severely limited.

The increased emphasis on involving women in occupational education is predicated upon the following facts. More than half of all women 18 to 64 years of age are workers. The 4.5 million women of minority races in the labor force constitute more than two-fifths of all minority workers. Women accounted for three-fifths of increase in the civilian labor force in the last decade. Currently, many women in or desiring to enter the labor force lack necessary occupational skills to advance beyond low-paying jobs.

The increased emphasis on the need to involve minority group members in diversified and more highly skilled occupational opportunities requires the development and expansion of programs which offer the opportunity to enhance these skills.

Adult Basic Education must be provided for persons who desire self-improvement, are preparing for employment, as well as for employed persons who need further basic skills to hold or to advance on the job. Offerings preparing persons for high school equivalency credentials also provide opportunities for job advancement or success in technical educational programs and jobs resulting from technological developments.

The demand for service workers is increasing at a rate of nearly 20 percent each decade. This indicates an imperative need for retraining workers for service occupations.

Society's growing concerns for the environment and supply of energy challenge occupational education to direct its efforts toward developing technical skills to meet these concerns.

The third principle I will leave with you today is that programs must be supervised and evaluated to assure quality education and discontinued when warranted.

Quality of programs should be maintained and monitored through review of program objectives in relation to changing labor market needs, student needs and societal needs. Procedures to discontinue a program may be initiated when a lack of job openings, declining student interest or redirection of societal priorities becomes evident.

Program evaluation procedures must be designed to assess the competency of the student's occupational skills, relevancy of knowledge and skills learned, successful job placement, job satisfaction, instructional strategies and learning resources. Evaluation is accomplished through the utilization of concerned persons from representative employers, employees, professionals and former students.

In the continuous efforts to maintain relevancy of specific occupational programs, extended use must be made of advisory committees. Advisory committee membership must include representation from labor, management and the concerned community.

Over 6,000 Wisconsin citizens are participating as advisory committee members in developing programs, reviewing facilities and equipment, and evaluating occupational programs in the VTAE system.

A fourth principle that I believe in is research should be conducted to assist in the solution of current and anticipated educational and administrative problems.

Research is the key to progress in education and is imperative for the efficient operation and continuous improvement of the educational enterprise.

Basic or pure research refers to the discovery of new facts and knowledge and the revision of accepted conclusions, theories or laws through systematic, controlled investigation of hypothetical propositions about the presumed relations among phenomena. Applied research aims at finding the solution to some practical problem or difficulty in a localized situation. Educational improvement requires both basic research and applied research. There are many unknowns to be researched in occupational education in the areas of the: teaching-learning process, substance of the curriculum, and personnel organization and administration.

The pressures of rapid change make decision-making ever more dependent on research to furnish appropriate data and information needed in planning programs, solving problems, improving instruction, assessing progress and evaluating effectiveness.

The rapidly changing technological society results in changing skills and knowledges required in the labor force, which means a need for changes in the occupational education programs. Research is needed to provide answers to questions relevant to the: supply of trained workers, demand for trained workers, labor force trends, anticipated job openings, changing job requirements and emerging occupations.

We identify research priorities periodically through formal studies. Current priorities include: labor market requirements, assessment of individuals' VTAE needs, open entry/open exit education, student attrition and withdrawals, counseling with adults, cost benefit studies of VTAE programs, barriers to enrollment, and programs for disadvantaged and handicapped.

New ideas, techniques and materials must be piloted, demonstrated, field tested and evaluated. Current issues affecting vocational, technical and adult education must also be researched. Emphasis must be placed upon improving the productivity of available resources.

The fifth principle we adhere to is that a close working relationship must be maintained with business, government, industry, institutions, organizations and agencies to ensure programs relevant to the training needs of individuals and the labor market.

The ultimate contribution of vocational education will be determined by students' acquisition of occupational skills facilitating their attainment of meaningful and productive employment. This contributes not only to the students' own betterment, but to the general betterment of society.

Manpower requirements of the labor force are constantly changing and becoming increasingly complex. The programs of post-secondary vocational, technical and adult education must change accordingly. In order to do so an extensive system of external relationships must be maintained between the vocational education system, the individual, industry and the community-at-large. Essential components of this system are the state and local advisory committees, whose purpose is to advise the vocational education system on when and how vocational programs should be established, modified or discontinued.

Extensive communication is also required between the vocational, technical and adult education system and other human resource agencies. Here in Wisconsin these agencies include: the Department of Business Development; Department of Health and Social Services; Department of Industry, Labor and Human Relations; Department of Public Instruction; University of Wisconsin System; private educational institutions; labor organizations; manufacturers' associations and other groups. Effective communication must be achieved among these agencies to prevent duplication or voids in programming and to assure coordinated delivery of services to common clientele.

The extent to which the vocational, technical and adult education system's external relationships contribute to its awareness of vocational education needs will determine the extent to which citizens are able to benefit from vocational education.

Special projects must be developed and conducted to meet the needs of disadvantaged and handicapped persons with unique economic, educational and socio-cultural backgrounds must be another principle.

The rate of unemployment among disadvantaged and handicapped persons is considerably higher than among other groups. Many people lack the basic skills necessary to benefit from vocational-technical programs. This situation necessitates a wide variety of occupational educational efforts such as the articulation of developmental to vocational programs, interest and ability assessment, educational counseling, recruitment, job follow-up, attitudes and self-concept in relation to employment.

Projects must be developed to meet the unique needs of migrant workers and specific racial groups, while attempting to involve students in the mainstream of vocational-technical education. Frequently a special project serves as the first step toward greater occupational education participation.

A system cannot maintain itself without adequate planning. The current and future educational needs of the people, business, industry and agencies served must be analyzed to design strategies that will insure the acquisition and allocation of resources to meet identified needs.

Effective planning, one of the important functions of administration, is essential for the improvement of vocational education. Planning is deciding in advance what is to be done. It formulates goals for group action and begins with an inventory of facts, conditions, resources and assessment of needs. Planning is needed to identify current and future requirements so the preparations can commence immediately to meet these anticipated needs. Effective planning will minimize administrative lag and improve response to changing needs. The outgrowth of the planning process is a plan.

A plan is a projected general course of action based on analysis and interpretation of data and possible alternative strategies and courses of action for accomplishing the goals and objectives. A plan includes a set of proposed coordinated activities which imply a commitment to a future course of action.

Changing social, economic and technological conditions, diversity and complexity of populations to serve, and demands for accountability and effeciency in the use of limited resources necessitate a responsiveness that requires effective planning. Planning is needed in the areas of future manpower and job requirements; future course, curriculum and program needs; professional and non-professional staff supply and demands; facility design; equipment update; comprehensive student services; financial resources; and relationships with other agencies.

Coordination of services necessitates effective planning processes.

The eighth principle which we believe important is in the area of student services. Appropriate counseling, guidance and health services must be provided to aid people in assuming their roles in society.

Emphasis is placed on students - their needs and aspirations, their intellectual, personal, psychological, social and physical growth -- so they may achieve their own goals and the goals of society.

Vocational, technical and adult education has assumed the difficult task of educating highly diversified student bodies. Schools must provide highly differentiated educational programs to meet these diverse needs. If students are to choose wisely from among many different courses and curricula leading to a great variety of future careers, they must be assisted in identifying their abilities and aptitudes, in assessing their deficiences and their potentialities, and in rationalizing their aspirations.

The administration of the program requires coordination, articualtion, in-service, organization, direction, evaluation, and adequate staffing to enable vocational-technical education to carry out its mission more efficiently.

Productivity must be included as a principle upon which to build vocational-technical education program. Needed programs and services will be developed and expanded, while less productive programs and services will be phased down, and nonproductive activities will be eliminated.

Measures that can be applied toward assessing the productivity of programs include: cost in relation to student enrollee or graduate; cost in relation to other districts operating similar programs; costs for offering the same program by an alternative method of instruction; overall mix of productive versus unproductive programs in the district; need to operate a "one-of-a-kind" program in the state or multi-state region; degree to which the program, or courses within the program, feed other programs or parts of programs; philosophical attachment of local boards and faculty to the particular program; economic and noneconomic benefits to individuals, employers and society.

Everything local districts and state agencies do contributes to the production function. Costs may be reduced and benefits may be increased by trimming duplicative personnel and perhaps reviewing entire administrative and educational functions which overlap between and among state and local areas.

Achievement of this goal requires that the vocational education system work cooperatively and consistently with the Governor, legislature and other higher educational systems. Working with other higher educational agencies may involve sharing faculty and facilities where feasible to each agency.

Student exchange agreements should be explored with neighboring states.

A method of financing certainly is one principle upon which vocational education operates. A financing program must be provided which will insure that budgets reflect an appropriate level of local, state, federal and other funding in accordance with local, state and federal goals; and funds provided will be maximized towards instruction.

The balance and mix in funding sources for vocational education ultimately becomes a decision made by the state and federal legislatures, district taxpayers and the student themselves. A funding level, in and of itself, is simply a percentage level which represents what elected decision-makers believe should or will be paid by various types of taxpayers. Frequently, funding level decisions may be made with incomplete information relating to the appropriate ability-to-pay or the consequences suffered by making such judgments.

An increased mill rate limitation at the local level may be necessary to provide the proper balance in funding sources for vocational education. A proper balance and mix in funding will asure sufficient control from the local level, in harmony with federal and state responsibilities, and will continue to provide flexibility for meeting the local districts' educational needs.

Vocational education must assure and demonstrate the responsible use of funds provided for it through continued emphasis on cost/benefit analysis and assessment of productivity costs and cost allocation procedures.

The eleventh principle deals with system accountability. Data and information must be maintained to assist in assuring quality and relevance of programs, services and activities to the training needs of individuals and the labor market.

Accountability is a fundamental responsibility of local, state and national governmental units. Vocational education accountability means that the vocational, technical education system is publicly responsible for those activities mandated in local, state and federal legislation and will render a full accounting of the resouces devoted to accomplishing these activites. Emphasis is placed upon both performance and financial accountability. More recently education has been requested to respond to public demands for program accountability. The vocational-technical education system is accountable for providing quality educational offerings and services relevant to the training needs of society and the labor market. Analysis and review of educational processes as well as of the product of the system are ongoing functions and help to assure the maintenance of quality and relevance.

The quality of vocational education services is critically dependent upon the academic preparation, occupational and professional experiences of personnel who develop, implement and evaluate the programs. A comprehensive personnel certification code for all professional education is vital to encourage the continuing professional development of the staff.

Educational programs must be kept relevant. Design and development of a monitoring system to conduct enrollment and performance audits on these programs offers a viable means of assuring the relevancy of vocational curriculum content, as well as the levels of performance and competencies as warranted by the world of work.

Student follow-up is mandated by federal legislation to obtain an accurate profile of occupational or additional educational endeavors of former students. Data obtained from follow-up studies is used for forward planning on programs and services to be offered to future vocational education students.

Assessment processes pertinent to improvement, modification, continuance and discontinuance of programs and services are integral to the total effort of the system in realizing its accountability goals.

Finally, my twelfth principle is: Efficient facilities designed to serve the unique needs of vocational, technical and adult education must be provided.

Facility utilization must be optimized at each location.

Facility utilization studies must be conducted periodically by districts and coordinated at the state level. These studies will provide a basis upon which decisions may be made regarding further facility development and merit for federal construction funding may be justified.

Utilization studies provide information about the use of classrooms, laboratories and shops. Utilization indicators are the percent of student stations used during a specified number of hours per week and the percent of total room utilization during a specified number of hours per week. The resultant facilities utilization data may be utilized in comparison reports with nationally accepted standards for facility design capacity.

I have enjoyed sharing the Wisconsin beliefs, principles and concepts of vocational education with you this morning. We have developed a plan which we are following and which we expect will give us at the state level as well as the various districts within the state structure a direction in which they will move during the next five years. The principles and concepts which I just reviewed with you are the basis upon which this plan was developed. Thank you again.

POLICY-MAKING FOR VOCATIONAL EDUCATION

Summary of Presentation By
Dr. Melvin Barlow, Mr. J. L. Goldsmith, Mr. Paul Bott

The purpose of the California project was to complete a renaissance in vocational education. There was a time when we had no philosophy, principles or concepts of vocational education. Prior to 1890 in the United States there were some movements in vocational education, but with no philosophical base. However, early founders were aware of the need for development of basic philosophy, principles and concepts of vocational education. A major unresolved question appeared to be what social institution in the United States would be responsible for vocational education. It was attached to the education movement against the wishes of some people.

An underlying issue in early America was how schools should relate the educational program to the needs of people and society. A social efficiency philosophy of education developed. Vocational education philosophy stems from John Dewey's social efficiency philosophy, but has also been influenced eclectically by other basic philosophies, such as humanism, liberalism, christian idealism, etc.

Principles of vocational education are usually based on philosophy, and are translated into, or serve, as, the basis for policy. Foundations and principles don't change. Policies change. A policy may be either broad (philosophical) or specific (operational) in nature. It is legislation attempting to respond to philosophic interpretations, which causes change.

The participants in the Policy-Making Strategies for Vocational Education project used the following definitions as guides when developing the material found in the document "Policy-Making for Vocational Education."[1]

1. Principle: A basic truth, law or assumption which determines the intrinsic nature or behavior of vocational education.

2. Policy: 1) A statement of belief which is designed to influence decisions; 2) Broad goals or purposes which underlie the operation of the educational enterprise.

3. Strategy: A plan of action based on what has been successful in the past or on what knowledge or insight indicates will most probably be successful in the future.

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[1] Dr. Melvin Barlow, J. L. Goldsmith, Paul Bott, Project Staff, "Policy-Making for Vocational Education, Suggestions for Developing and Implementing Policies for Vocational Education in the States", Division of Vocational Education, University of California, November, 1975.

Examples of the following principles of vocational education were presented and discussed.

PRINCIPLES OF VOCATIONAL EDUCATION [2]

To be effective, a policy must be based upon an underlying belief or assumption. Principles are basic truths, laws, or assumptions which determine the intrinsic nature or behavior of vocational education. Principles serve as the basis for policy and are inextricably bound to the economy, the labor force, and the social structure. The majority of the principles that guide vocational education today were first delineated during the period 1906 through 1917, and have been periodically reinterpreted to reflect changes in society, business, industry, and education. Principles that were first expressed as beliefs or theories, have since 1917 been verified and are now considered as standards or basic truths.

The principles contained in this report are based on beliefs as to what is or should be true in vocational education. Each statement is presented as if it actually is true, even though in some cases this ideal may not yet be reached.

The principles that are listed in this report are of a broad philosophical nature and are not intended as operational guidelines or rules and regulations.

Individual states may wish to use the principles contained in this section as the basis for broad general policies and then translate those policies into operational policies and rules and regulations.

VOCATIONAL EDUCATION BENEFITS AND IS THE SHARED RESPONSIBILITY OF THE NATION, THE STATE AND THE LOCAL COMMUNITY.

VOCATIONAL EDUCATION REQUIRES A COMPETENT STAFF WITH EXPERTISE IN THE FIELDS FOR WHICH THEY ARE RESPONSIBLE.

VOCATIONAL EDUCATION IS DEVELOPED, CONDUCTED, AND EVALUATED IN CONSULTATION WITH APPROPRIATE ADVISORY COMMITTEES.

VOCATIONAL EDUCATION IS BASED UPON A SYSTEMATIC ASSESSMENT OF SOCIAL, ECONOMIC AND EMPLOYMENT NEEDS.

VOCATIONAL EDUCATION REFLECTS AND ANTICIPATES THE CHANGING ATTITUDES AND VALUES OF SOCIETY AS WELL AS THE CHANGING REQUIREMENTS OF BUSINESS AND INDUSTRY.

VOCATIONAL EDUCATION BENEFITS INDIVIDUALS IN RELATION TO ECONOMIC NECESSITY, PERSONAL SATISFACTION AND COMPETENCE ON THE JOB.

VOCATIONAL EDUCATION PROVIDES OPTIONS THAT WILL BENEFIT INDIVIDUALS ENTERING, UPGRADING OR RETRAINING FOR EMPLOYMENT.

VOCATIONAL EDUCATION PROVIDES FOR THE UNIQUE NEEDS, EXPERIENCES, AND VARYING ABILITIES OF INDIVIDUALS.

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[2] op. cit.

VOCATIONAL EDUCATION IS OF DIRECT VALUE TO SOCIETY IN RELATION TO THE STABILITY OF THE ECONOMY AND THE SUPPLY AND DEMAND OF THE LABOR FORCE.

VOCATIONAL EDUCATION PROVIDES OPPORTUNITIES FOR INDIVIDUALS TO DISCOVER AND DEVELOP THEIR VOCATIONAL INTERESTS AND ABILITIES AND TO BE ASSISTED TOWARD PLACEMENT IN THE OCCUPATION FOR WHICH THEY HAVE RECEIVED INSTRUCTION.

VOCATIONAL EDUCATION DEVELOPS WORK ATTITUDES, SALEABLE SKILLS, AND USABLE KNOWLEDGE RELATED TO EMPLOYMENT.

FLEXIBLE ENTRY AND EXIT FOR INDIVIDUALS IS A CHARACTERISTIC OF VOCATIONAL EDUCATION.

VOCATIONAL EDUCATION IS APPROPRIATE FOR ALL INDIVIDUALS WITHOUT REGARD TO SEX, CREED, RELIGION, RACE, GEOGRAPHICAL LOCATION, OR PHYSICAL OR MENTAL HANDICAPS.

VOCATIONAL EDUCATION IS AN IDENTIFIABLE INTEGRAL COMPONENT OF QUALITY COMPREHENSIVE EDUCATIONAL SYSTEMS.

VOCATIONAL EDUCATION CONTRIBUTES TO THE CONCEPT THAT AN INDIVIDUAL'S OCCUPATION IS A MAJOR COHESIVE FORCE IN THE CONTINUITY OF THAT INDIVIDUAL'S LIFE.

VOCATIONAL EDUCATION LEARNING IS MORE EFFECTIVE WHEN IT OCCURS IN A CONTEXT THAT EITHER IS OR SIMULATES AN ACTUAL JOB SITUATION.

VOCATIONAL EDUCATION IS CONCERNED WITH THE TOTAL GROWTH OF INDIVIDUALS.

VOCATIONAL EDUCATION IS FOR THOSE INDIVIDUALS WHO NEED IT, WANT IT, AND ARE ABLE TO PROFIT BY IT.

VOCATIONAL EDUCATION IS HELD ACCOUNTABLE AND IS EVALUATED ON THE BASIS OF OBJECTIVES, PROCESSES, PRODUCTS, COSTS AND COMMUNITY ACCEPTANCE.

VOCATIONAL EDUCATION IS COORDINATED AMONG THE VARIOUS AGENCIES AND INSTITUTIONS SO AS TO MAXIMIXE AVAILABLE RESOURCES.

Examples of policies were presented and discussed in the areas of program policies, personnel policies, fiscal policies and evaluation policies.

Further details on the above policies may be obtained from the project report.

REPORTS OF PANELS

Panel #1 [1]

Mr. Gentry: Vocational education has come of age; there are certain responsibilities which come with this; and vocational education is ready. There are several groups which attack us; therefore, it is important for us to write down what we believe. Some are trying to change our name, e.g., career education, occupational education. We must hold out for what we believe.

It is important for us to write down what we are doing. We will be held accountable. We have been given some important messages from congress and through the GAO report.

Governance is an issue of today. We must communicate with other groups and get total involvement in planning. Vocational education must be a part of the educational program, not on the outside. We must communicate, coordinate, cooperate and articulate with other groups. We must maintain flexibility and accountability. We have been too concerned about our own disciplines and ourselves. We must be vocational educators first and agricultural educators second. Competent staff may well be our biggest problem in the next 5-10 years.

Mr. Lehrmann: Stressed the importance of the various disciplines meeting together and that the results of this conference may well be in legislation five years from now. We must clarify what we are doing.

Strategies to be used in years ahead will include efficient use of community and other resources. We will be evaluated by outsiders.

Articulation will be needed for continuity of a student's learning experiences throughout his or her vocational education pursuits.

Long term planning, at the local and state levels, must be improved. Curriculum accountability must be strengthened through use of advisory committees, assessment of students and working with business and industry in job placement. Learning environments must be used wherever they exist. We must broaden the opportunities for employment and become involved in job development.

Dr. Barlow: Alluded to the enthusiasm exhibited by the conferees and that this conference is a point of departure for many. Semantics sometimes becomes a problem which cannot be avoided but we shouldn't let this obstruct continuous discussion. We should establish principles before policy and have a willingness to stand up to be counted.

There is a need for local, state and federal policy. There is a concern that local areas not be neglected in policy development. The proposed new legislation comes out loud and clear on the need for state-wide involvement of planning.

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[1] This is a summary of panel member presentations and reactions to the theme "This We Hear and See." Moderator: William Lewis; Panel Members: Melvin Barlow, Don Gentry, Eugene Lehrmann

One of the major issues involved in the development of vocational education legislation is what should be the relationships between vocational education, career education and manpower training.

We hope this conference will stimulate similar conferences in each of the states.

Panel #2 [2]

Mr. Reynolds: Indicated that the staff must implement the policies. He raised the question "What is a Belief?" How do we live with them? From a given statement we may develop several beliefs.

There are six states represented here. We must operate within state lines. However, we can work collectively and let others know what we believe.

Each state can take the results of this conference and do the following:

1. Delineate listings of beliefs in terms of that state. added: (Through use of workshops, committees, task forces, seminars, conferences, etc.)

2. Prepare a limited number of policy statements.

3. Obtain State Board approval of policy statements.

4. Incorporate policy statements into state department, bureau, and individual work plans.

He questioned whether a whole region would ever agree on all the beliefs developed at this conference.

Mr. Van Tries: Indicated that it is important that we come to some kind of agreement on beliefs and stand up and fight for them. We should put our beliefs into the State Plan. Teacher organizations (in Minnesota) objected to several items in the Minnesota Plan, including preparation for employment at the secondary level. Teacher power is growing. Of the proposed legislation, the Senate Pell Bill was originally not, but is okay now. There would not be much change from what we are doing now. We may have to fight for the concept of a single State Board.

Planning and projections for specific occupations is very difficult. Providing equal opportunities for small groups creates increased costs. The use of cooperative centers is an approach to alleviate this problem.

We hope to improve our certification standards in Minnesota. Any credentialing system is not perfect. We hope to improve our evaluation of programs other than by evaluation of equipment, processes, etc. We must have standards and principles and fight for them.

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[2] This is a summary of panel member presentations and reactions to the theme "This We Hear and See." Moderator: William Lewis; Panel Members: William Reynolds, Byrl Shoemaker, Robert Van Tries.

Dr. Shoemaker: Suggested that some of the participants may feel frustrated for various reasons. However, you will come out with something more than you think in sharing and learning from others. I'm proud to be in vocational education. It tries to weave the three domains of learning and behavior together. We need alternative forms of education. In Ohio we have developed several position papers and guidelines as follows:

1. A Philosophy for Vocational Education.

2. Quantified Goals and Objectives.

3. Procedure Guide for the Ohio Program Review for Improvement, Development and Expansion in Vocational Education.

4. Standards for Vocational Education.

5. Vocational Education Opening and Reporting Information/Handbook.

6. Regulations Governing Teacher Education and Certification.

7. Construction Guidelines.

In the development of curriculum standards we start with a job analysis. We use community involvement in planning and review.

Regarding the proposed legislation in the Quie/Perkins House Bill provision is made for a sole state agency for vocational education. Funds would be authorized at the 1.4 billion level and categorical for home economics, consumer and homemaking. There are no funds for career education. State councils would organize local advisory councils of five citizens. N.I.E. would study vocational education and CETA. Coalitions are having effects on the development of proposed legislation for vocational education.

We wish to compliment Region V USOE staff for their emerging leadership role in vocational education.

REPORTS OF WORK GROUPS

The participants in the first Work Group Session (See Agenda, Appendix B & C) were asked to "review and expand state lists of basic beliefs, principles and concepts of vocational education relevant to the work groups in which you are a participant." The participants (randomly assigned) for each group are coded accordingly on the conference list of participants. Following are reports of basic beliefs as agreed to by each of the ten work groups.

Group 1: ADMINISTRATION AND PROGRAM SUPERVISION
Leader: Harland Samson Recorder: John Mattingly

Purpose: Give leadership to development, maintenance and improvement to vocational education.

1. Vocational education, at the national, state and local level shall identify and assign program area specialists for development, maintenance and improvement of vocational education within their area of expertise. These program specialists must be coordinated into a total vocational effort.

2. Administration and program supervision in vocational education must meet existing, evolving and new vocational needs as they relate to job entry and career advancement.

3. Vocational education activities such as planning, programming, operating and evaluating shall be appropriately articulated among all agencies and institutions involved.

4. Local educational agencies will be responsible for administration, coordination and articulation of programs.

5. Advisory committees that represent a broad range of constituencies are an essential component of the administrative structure at the national, state and local level.

6. A single clearly defined state agency with full authority for vocational education is needed at the state level.

7. A single clearly defined federal agency with full authority for vocational education is needed at the national level.

Group 2: PROGRAM PLANNING, DEVELOPMENT AND ARTICULATION
Leader: Jerry Schmehl Recorder: William Reynolds

This section which deals with program planning, development and articulation delineates those suggestions submitted by each state. It is not the intent for these listings to be in conflict with or circumvent the program planning document developed by the University of California (Barlow). There may in fact be duplication and obvious deletions.

Both documents should be reviewed and further delineated which will insure compatibility within each state.

1. Program planning should involve active participation of concerned and/or affected groups, including, but not limited to educators, management, labor and consumers.

2. Program planning should include identified labor market needs at the local, regional, state and national levels.

3. Program planning should include identified individual needs.

4. Program planning should provide for consideration and utilization of all resources (fiscal, staff, physical, community, external, curriculum materials) that might be available.

5. Program planning based upon measurable objectives should include a system of on-going evaluation.

6. Program planning must be articulated and developed through all educational levels to insure appropriateness and continuity of vocational learning experiences.

7. Qualified vocational education personnel should be available to assist in local program planning.

8. Immediate and long term program planning should be initiated at the local level through a regional and/or state-wide coordinated system, based on needs of individuals as well as the supply and demand in the labor market.

9. Comprehensive over-all vocational education program offerings should provide sufficient diversity, flexibility and accessibility to meet the needs of all persons who want, need and can profit from such instruction regardless of age, sex, handicap, creed, race, color, national origin or ancestry.

Group 3: CURRICULUM AND INSTRUCTION
Leader: Wayne Harrison Recorder: George Boroff

1. Vocational curriculums are designed and implemented by qualified educators with input from competent resource people and the employing community.

2. Local educational agencies, teacher education departments, state departments of education and the United States Office of Education share a responsibility for the various aspects of vocational curriculum development.

3. Vocational curriculum and instruction are competency/performance based, and include occupational skills, knowledges and attitudes, developed in concurrence with the employing community.

4. Vocational instruction is delivered by individuals who have occupational and teaching competencies.

5. Vocational curriculums are cooperatively planned and sequenced with the appropriate levels of education to provide for continuous growth of an individual towards and within an occupational area.

6. Vocational curriculum is designed to meet local, regional, state and national occupational needs, with input from the employing community.

7. Vocational curriculum and instruction is adapted to include consideration of students' individual differences.

8. Vocational instruction builds on the strengths of the students.

9. The vocational curriculum includes a counseling and guidance component.

10. In vocational curriculum and instruction there is a system of continuous evaluation and improvement.

11. Vocational curriculum and instruction includes a realistic time block that will assure that the student is afforded the opportunity to develop the occupational skills, knowledges and attitudes necessary for employment.

12. Student organizations are an integral part of vocational curriculum and instruction.

Group 4: INFORMING, ASSESSING AND COUNSELING STUDENTS (Vocational Development Services)
Leader: Howard Avery Recorder: Ray Vulgan

We believe:

1. That all people need assistance and guidance in making career, educational, personal and social decisions.

2. Vocational education should complement the learning experiences provided students so that achievement of career preferences may be realized in addition to the necessary flexibility needed to change career choices.

3. That providing unbiased and realistic occupational information is the joint responsibility of labor, business, parents and educators.

4. That individuals should be provided assessment services designed to help them examine their individual potentialities and achievements.

5. That vocational education activities should be well organized and, as a part of the total education program presented to students, be delegated to responsible and competent persons.

6. Guidance services are needed which aid youth to develop an awareness and appreciation of work, a motivation to work, and a knowledge of the range of career opportunities available, upon completion of various educational programs.

7. In-service activities need to be developed to aid all professional educators participating in vocational education and career development.

8. Teacher training institutions should provide a curriculum which develops skills necessary to coordinate a total program of career development for individuals.

9. The State Office of Education should provide leadership and assistance to LEA's desiring to implement or expand programs involving informing, assessing and counseling activities.

Group 5: STUDENT PLACEMENT AND FOLLOW-UP SERVICES
Leader: William Rude Recorders: Jan Novak
Harlan Klintworth

1. Placement must be an integral part of all vocational education and training programs and should help all students take their next step.

2. Follow-up of all students must be an integral part of all vocational education programs and should involve collection of data which may be one criteria for evaluating effectiveness of student preparation and determining relevance and adequacy of the vocational education programs.

3. Student placement and follow-up services should be charged with the responsibility of working with all students having been enrolled in an occupation oriented program.

4. The placement service should be responsible for cultivating placement stations and serving as a contact/referral role.

5. Student placement and follow-up services are the responsibilities of the local level agency and should utilize all available resources.

6. It is a responsibility of placement services to assist employers in job evaluation to allow employment of the widest possible range of applicants.

7. Periodic follow-up data should be used as one of the criteria for initiating, continuing, or eliminating programs as well as for the improvement of program design, instruction, curriculum, facilities and supportive services.

Group 6: TEACHER PREPARATION AND CERTIFICATION
Leader: Gary Leske

Committee discussion identified a concern for the definition of the teacher preparation and certification category. The term "vocational educator" is substituted for vocational teacher to broaden this category, assuming the preparation and certification of persons other than teachers will not be addressed within other categories.

The list of principles, beliefs and concepts presented is not intended to be exhausting but a beginning.

1. Vocational educator preparation and certification should be supportive of one another and an asset to the professional development of an individual in vocational education.

2. Vocational educator preparation programs and certification patterns should assure competency in the relevant occupational area, in teaching skills, and in knowledge and understanding basic to the occupational area.

3. Vocational educator preparation programs and certification plans should be systematically evaluated and updated.

4. The certification of vocational educators is the responsibility of the approved state agency.

5. The certification patterns for all vocational educators should be developed by the approved state agency.

6. Vocational education teachers must have satisfactory occupational competence in the field in which they teach.

7. Certification in renewal requirements should assure that vocational educators stay abreast of the developments in their field and of the latest teaching techniques.

8. Vocational educator preparation programs should utilize the competencies required by the appropriate vocational educators to develop curriculum and instructional delivery systems.

9. Pre-service and in-service education for teachers should apprise them of the use of various instructional methods and systems available to meet the individual needs of students.

10. Vocational teacher education programs should include valid criteria for the selection of prospective teachers.

11. The occupational experience needed to prepare a vocational educator varies according to the respective needs of the various vocational education service areas.

12. Since the technical knowledge and skills required of vocational educators may, to a great extent, be obtained from occupational experience, teacher educator programs should recognize technical education required through processes other than the formal college/ univerisity class and grant substitute credit for those individuals enrolled in teacher preparation programs.

13. Teacher education institutions and the state vocational education system (state to local) must work together to provide the best possible vocational educator preparation.

14. Teacher educators and vocational teachers should participate in the actual educational/business/labor/industry/work/personnel environment in their particular program area on a periodic basis to update their skills and perceptual framework.

Group 7: LEARNING ENVIRONMENTS-FACILITIES, EQUIPMENT AND COMMUNITY RESOURCES
Leader: Lawrence Borosage

1. Community resources should be utilized to the maximum extent possible in the instructional program and learning process.

   a. Maximum extent possible will vary from community to community.

   b. The community is a valuable instructional resource and should be incorporated into the instructional program.

   c. State departments of education should take a position with regard to the utilization of community resources.

   d. Teacher preparatory and teacher in-service programs should give consideration to the utilization of community resources.

   e. Consideration should be given to labor market demands and student interests.

2. Learning environments-facilities, equipment and community resources are a means for helping a student or teacher to maintain a life style and to grow from one stage in life to another.

3. The learning environment for vocational education programs must closely resemble the actual work environment which the student will experience on the job in accordance with his career goal and with a total commitment of administration, teacher, local employers and the community.

4. The facilities, equipment, standards and materials should be replicated as nearly as possible to that which is found in business or industry: Each student should be afforded the opportunity to develop, refine and apply previously learned skills in order to acquire, maintain, and/or advance in a desirable field of employment.

5. An effective learning environment can best be developed by strong local leadership. This leadership in both program planning and implementation should actively seek full participation of all personnel having responsibility for their respective programs.

6. Occupational educational programs which have been established through representative advisory committees should, whenever and wherever possible, create a learning environment which realistically emulates the conditions of employment.

7. Consideration should be given to delivery systems of vocational education which is school based by utilizing industry based and community based models.

8. The planning of programs and facilities should occur by utilizing lay persons in the community having the appropriate expertise. We believe that the evaluation of the learning environment, the facilities, the equipment and the utilization of resources should be a continuous and on-going process.

9. Planning and implementation by the learning environment for vocational education should occur with full consideration being given to legal implications.

10. Environmental factors should be incorporated in the structuring and renovating of vocational education facilities to best meet the demands for safety, energy conservation and pollution control.

Group 8: EVALUATION, RESEARCH AND ACCOUNTABILITY
Leader: James Galloway Recorder: Kathy Greenwood

This report is divided into three categories: Evaluation, Research and Accountability

Evaluation Principles

1. The vocational education evaluation process is for the purpose of quality improvements as well as accountability.

2. Vocational education is held accountable and is evaluated on the basis of objectives, processes, products, costs and community acceptance.

3. The vocational education evaluation process, as an integral part of planning and operations, is both formative (continuous and periodic) and summative conducted both as an internal and external assessment and/or review.

4. The vocational education evaluation process includes persons representative of the producer, product and consumer.

Research Principles

1. Vocational research is imperative to the growth and development of vocational education at the local, state and national levels.

2. Vocational research is directed to priority areas such as innovations, curriculum development, longitudial studies, program operation, etc.

3. Priority areas in vocational education research is determined systematically with opportunity for input from all segments of the vocational education delivery system.

4. A greater emphasis is placed and financially supported on action research initiated at the local level by vocational education personnel.

5. The implementation of a systematic plan for dissemination and utilization of research findings is paramount.

6. Provision is to be made for the most efficient ways of collecting, synthesizing and interpreting data for use at all decision-making levels.

Accountability Principles

1. Accountability is a continuous function that permeates every vocational education concept, philosophy and policy.

2. Vocational education is accountable to the various publics at all levels - local, state and national - and these publics are accountable and responsive to the needs of students.

3. The publics to which vocational education is accountable include, but are not limited to, students, parents, taxpayers, educators, legislators, policy-makers and administrators; and these publics are accountable for carrying out their roles in the delivery of vocational education.

4. Accountability encompasses measures of both quality and quantity and is stated in terms easily understood by all publics.

Group 9: COMMUNICATIONS AND RELATIONSHIPS, IMAGE
Leader: Don Healas Recorder: Jim Parker

1. Vocational education is an integral part of the total educational enterprise and all vocational educators should work to see that its unique role is understood, appreciated and promoted.

2. National, state and local vocational educators are responsible for providing viable communication channels with business, industry, parents, students, taxpayers and the vocational education community regarding vocational education opportunities. This information flow must be continuous, open and positive.

3. The total vocational family should maintain a common theme and unified system of communication.

4. Effective communications should be planned on an annual basis and should focus upon local goals, accomplishments and issues which will reflect state and national priorities. This should be a priority concern at every program level, and someone should be designated as the person having that responsibility.

5. Vocational education data, facts and information, appropriate to each audience, should be compiled and distributed to various target individuals and groups.

6. Effective communications should address both internal and external audiences and should utilize the most appropriate means available.

Group 10: BUSINESS MANAGEMENT AND FINANCING
Leader: Tom Reckerd

1. Financing of vocational education shall be the shared responsibility of all levels of government (national, state and local).

2. Sufficient funds shall be allocated to educational agencies based upon specific plans to meet the identified needs for the population being served.

3. There shall be a single agency for receipt and disbursement of vocational educational funds (within the state) although more than one agency may have responsibility for administering functions supported by these funds.

4. The funding of all vocational education support functions shall be administered at the state level.

5. The state shall disseminate all criteria, standards, resources, and services related to vocational education funding (fiscal processes) and shall provide assistance to local units (agencies) regarding these processes.

6. The administration of vocational funding shall be based on short and long range formal planning which utilizes systematic data analyses and evaluative procedures.

7. All fiscal administrative structures and functions shall involve input from local, regional and state sources concerned with vocational education (including business, industry, labor, other agencies) to ensure maximum efficient utilization of resources available.

8. Each state shall develop a system of measuring the fiscal effectiveness of its programs which is in keeping with criteria identified in its state plan.

9. Accounting systems shall be developed and used that are designed to clearly identify receipts, disbursements and balances of the several funds used to finance vocational education.

10. Fiscal records and reporting systems shall provide valid data which are classifiable by program objective.

11. Formal annual evaluation of the fiscal accounting system shall be conducted.

REPORTS OF PROGRAM SERVICE AREA GROUP SESSIONS

The participants in program service area Work Groups were asked to "verify, edit and expand the lists (see Appendix C) of basic beliefs, principles and concepts of vocational education appropriate to the program service area." Participants were asked to report to the work group of their interest. Following are reports of basic beliefs as agreed to by each of the groups. The participants for each group are coded accordingly on the conference list of participants.

Group A: VOCATIONAL AGRICULTURE/AGRIBUSINESS
Leader: Don Coil

The group reviewed and discussed basic beliefs, principles and concepts of vocational education which are of special significance to vocational agriculture. See appendix C. The following additions and recommendations were suggested:

1. Administration and Program Supervision

   a. The group strongly supports items 8 and 9. Adequate personnel to supervise programs at the local level must be provided. Adequate staffing for agriculture should be provided at national, regional and state levels.

   b. The development of program standards and the enforcement of these standards should be the responsibility of the state agriculture supervisory staff.

2. Program Planning, Development and Articulation

   a. Program planning should involve teachers, teacher educators, supervisors and agriculture community groups.

3. Curriculum and Instruction

   a. Adequate supervised occupational experience programs for all students should be included as an integral part of the instructional program. These programs should include one or more of the following types:

      1. Entrepreneurship
      2. Cooperative education
      3. Laboratory experiences

   b. Adequate time for supervision of these programs should be included in the teacher's schedule.

   c. Because of the seasonal nature of agricultural operations the instructional program should continue through the summer months.

   d. Student organizations create situations for teaching leadership and personal development, provide motivation for the instructional program and provide a means for application of instruction.

e. A personalized, sequential and developmental program of study in keeping with tentative occupational objectives should be developed for each student.

f. Instructional programs should be planned and evaluated with involvement of citizens' advisory councils.

g. Adult agricultural instruction should be made available to all segments of the community.

h. Occupational opportunities and orientation should be provided as a part of the instructional program in agriculture.

4. Informing, Assessing and Counseling Students

No additional recommendations.

5. Student Placement and Follow-Up Services

a. Long-term follow-up is important in agriculture since many students cannot become established in agriculture until adequate capital is accumulated.

6. Teacher Preparation and Certification

Revised list accepted. See report of work group session #2.

7. Learning Environments, Facilities, Equipment and Community Resources

a. Laboratories similar to those found in business and industry should be provided for instructional purposes.

8. Evaluation, Research and Accountability

No recommendations.

9. Communications and Relationships, Image

No recommendations.

10. Business Management and Financing

a. Adequate funding should be provided for an extended year (12 months) program.

GROUP B: BUSINESS/OFFICE EDUCATION
Leader: Mary M. Brown

Guidance

1. The vocational business and office educator assists in the guidance function of the school through providing information to and counseling students.

2. As a guidance resource person, the vocational business office educator:

   a) Serves on the school guidance committee.

   b) Provides the guidance department with description of business and office education courses and programs offered, as well as the opportunities available to students of business programs.

   c) Counsels students about the importance of preparation for work and provides information concerning business occupations.

   d) Provides administrators and vocational counselors with business and office career materials and data.

   e) Participates in in-service vocational guidance and counseling activities.

3. The vocational business and office educator serves as a job placement advisor by:

   a) Keeping an up-to-date list of job openings and potential employers of students.

   b) Advising students of appropriate places to apply for employment.

   c) Referring students for placement where known openings exist.

   d) Helping students learn how to apply for a job.

   e) Obtaining estimates of future personnel needs from state and local employment service offices, employers, and potential employers.

   f) Providing job placement information to the guidance department.

   g) Conducting follow-up studies and community surveys.

   h) Keeping informed as to the legal implications of releasing information about students and acting accordingly.

4. The vocational business and office educator serves as a resource person for career education by providing information that can be used in furthering the career education program as it relates to business and office education.

Program Planning and Development

Curriculum and Instruction

1. Business and office education curriculum and instruction is competency/performance based. Instructional plans are developed which include establishing goals and objectives, identifying instructional media and materials, developing teaching strategies, and providing for evaluation and follow-up.

2. Business and office education curriculum and instruction develops and refines the basic skills of reading, computation, and oral and written communication necessary for success in business education programs and on the job.

3. Business and office education curriculum and instruction utilizes various methods of presenting subject matter to students who have different levels of ability, talent and motivation.

4. Business education curriculum and instruction provides students with the specific skills necessary for

    a) getting and keeping a job

    b) functioning effectively as consumers, and

    c) making informed economic decisions as citizens.

5. Business education curriculum is designed and implemented utilizing the expertise of advisory committees.

6. Local education agencies, teacher education departments, state departments of education, and the United States Office of Education share in the responsibility for the various aspects of curriculum development.

7. Business and office education curriculum is articulated at all educational levels.

8. Business and office education includes the development of career education programs and materials at the elementary and junior high, as well as at all the secondary and post-secondary levels.

9. Business and office education includes the development of consumer education concepts and materials. Basic business courses can serve for teaching consumer education or materials can be integrated into existing business education courses.

Certification *

1. Business and office personnel certification should accomodate the diverse interests of the personnel in the 50 states of the United States.

2. Personnel certification, at all levels of education, should utilize educational preparation and work experience as essential criteria.

3. Business and office personnel should be qualified in specialized areas. Quality should be encouraged over quantity.

*NOTE: The material in this section was not agreed to by all members of the committee.

Communications/Image

The business and office educator:

1. Communicates with educational personnel in the private sector--schools, industry, and non-public organizations for the coordination and implementation of appropriate programs.

2. Acts in a consultative capacity to labor and management groups in business and industry to design instructional materials and programs.

3. Promotes business education through professional publications such as newsletters, journals, yearbooks, and other resources which disseminate new research and other information of value about the field.

4. Joins other vocational service areas to promote the interests of the total field of vocational education.

Placement and Follow-up

1. Placement of business and office education students, either in a related job or in further education, is an integral part of business and office education.

2. Follow-up of business and office education students, should be completed on a regular basis.

3. Follow-up data should be utilized in evaluating and improving business and office education programs.

Administration and Supervision

As a supervisor of educational activities, the business and office education administrator:

a) Serves as a master teacher supervising less-experienced teachers.

b) Serves as an advisor to teachers who advise student clubs and other co-curricular activities.

c) Serves as a member of the supervisory staffs of local, state, and national boards and agencies.

d) Assists the teachers with supervision of paraprofessional personnel.

e) Assists the teachers with supervision of student teachers.

f) Advises in matters of finance, equipment, facilities, and administrative procedures.

g) Prepares proposals, reports, and budgets.

h) Serves as a department or division chairman.

i) Reads, interprets, and shares the results of research.

j) Assists with the experiments to upgrade teaching methods and media.

k) Cooperates with others who are conducting research.

l) Conducts or supervises follow-up studies and surveys.

Research

1. Business and office educators should conduct research activities in order to expand their knowledge of the business world.

2. Research findings should be presented in a manner which can be easily interpreted and implemented at all levels of business and office education.

3. It is the responsibility of all business and office educators to work cooperatively in conducting research.

4. Research in business and office education, supported by local, state and federal funds, should be determined according to priority needs.

Evaluation

1. Evaluation, as a process, is an integral part of business and office education program planning, development, and operation.

2. Evaluation of business and office education programs should be based upon identified objectives and resources.

3. Evaluation of business and office education programs should be formative and summative in nature.

4. Business and office educators should evaluate the effectiveness of educational activities as they relate to the expected outcomes.

Accountability

1. Business and office educators are accountable to the public for their program.

Group C: MARKETING/DISTRIBUTIVE EDUCATION
Leader: Ralph Mason Recorder: Melanie Devitt

Distributive Education is a vocational instructional program designed to meet the needs of persons who have entered or are preparing to enter a distributive occupation or an occupation requiring competencies in marketing functions such as sales promotion, buying, transporting, storing, financing, marketing research, risk bearing and management. Distributive occupations are those followed by persons engaged primarily in marketing, merchandising, or managing of goods and services at all employment levels.

Distributive education is comprised of programs of instruction in occupational areas such as the following: advertising services; apparel and accessories; automotive; finance and credit; floristry, food distribution, food services; general merchandise; hardware, building materials; farm and garden supplies and equipment; home furnishings; hotel and lodging; industrial marketing; insurance; international trade; personal services; petroleum; real estate, recreation and tourism; transportation; small business management and wholesaling.

Not having feedback from the changes recommended by the first work group sessions and being limited on time, it was decided to use the booklet, "Policy-Making for Vocational Education"[1] as the focus of our concerns as they related to philosophy statements already established by a national research-based DE study headed by Lucy Crawford. The principles of vocational education found on pages 4 through 6 were thoroughly discussed.

1. Our DE group would underscore the consultative role of the advisory committee listed in number 3, page 4.

2. In principle number 3, page 4, it is suggested that the word "planned" be added following the words "vocational education."

3. In principle number 4, there seems to be a conflict between the concept of vocational education and career education.

4. The wording of principle number 13, should be determined by the legal authority in the state.

5. Principle number 17, need to prove through research that in fact the principle is accurate and then communicate that fact to all. There was concensus to support all the other principles not addressed above.

In addition to concerns about the principles listed on pages 4, 5, and 6 of the booklet, the following suggestions were made on revised Section V of the composite list of basic beliefs, principles and concepts of vocational education. See report of work group sessions #2, and Apendix C.

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[1] "Policy-Making for Vocational Education", Suggestions for Developing and Implementing Policies for Vocational Education in the States, Division of Vocational Education, University of California, November 1975.

1. Student placement and follow-up services must be coordinated with the vocational education instructors.

2. Distributive education personnel should coordinate and advise with mandated placement and follow-up services.

3. The placement and follow-up of cooperative and project method DE students, while enrolled in the vocational program is primarily the responsibility of the DE teacher-coordinator.

4. Placement is an integral part of the DE program and DE teacher-coordinators should help their graduates pursue their occupational objectives.

Note: We were concerned that the following appear in the general statement on principles under Section V of "A Composite List of Basic Beliefs, Principles and Concepts of Vocational Education." See Appendix C.

a. "Placement must be an integral part of all vocational education and training programs should help all vocational students pursue their occupational objective."

b. "Quality vocational distributive education encourages a life-long learning effort."

The following statements as numbered are taken from "A Philosophy of Distributive Education-1975" constructed by Lucy C. Crawford for the NASSDE Task Force on Competency Based Teacher Certification and the CDTE Task Force on Distributive Teacher Education Preparation.

33. The distributive education program should serve people of diverse talents, abilities, interests and cultural backgrounds who want and can benefit from the instruction.

36. All applicants for the distributive education program should be carefully considered to assure the inclusion of those students who can and sincerely wish to profit from instruction.

38. Distributive education students should be provided continuous assistance in acquiring the knowledge, skills and attitudes needed in making rational choices, plans and interpretations essential to job satisfaction and to adjustment in the distributive occupation.

66. The primary role of distributive education personnel in career education is to provide vocational training of youths and adults who want to enter, adjust, and advance in a distributive occupation. This includes placement and follow-up of enrollees and graduates. Secondary roles may include teaching the distributive segment of the exploratory phase of career education and serving as consultants concerning curriculum development in the career awareness phase.

75. The distributive education program should include instruction for both youth and adults who have a career objective in the field of distribution and who can profit from the instruction.

82. The distributive education program should reflect training needs and employment opportunities as evidenced by resources such as community surveys, business census and labor force reports, and advisory services.

Group D: HOME ECONOMICS EDUCATION
Leader: Fern Horn Recorder: Elaine Staaland

1. Vocational educators should make a concerted effort to eliminate sex role stereotyping within administration, curriculum development and instruction.

2. Vocational home economics has a body of knowledge which enhances the individual's ability to function as a home manager and productive worker.

3. Vocational teacher preparation should incorporate a multi disciplinary approach for coordination of program development.

4. Support should be provided for vocatonal educators within their specialized areas to further develop academic competency in the pre-service teacher preparation program, particularly the supervision of student teachers.

5. Vocational education programs should be flexible enough for efficient articulation at all educational levels for those students who change their career objectives.

6. Teacher educators should be responsible for a continuous updating of their knowledge and skills.

Group E: HEALTH OCCUPATIONS EDUCATION
Leader: Caroline Rosdahl Recorders: Beth Gurney
Mary Holstein

In addition to the basic beliefs as developed by Region V, USOE conference participants, the health occupations program service area participants submit the following as beliefs specific to health occupations education:

1. Administration and Program Supervision

   a. At the national, regional and state levels, persons having technical competence in the health occupations field should be assigned responsibilities for administration and supervision in the health occupations program area.

   b. Health occupations is equivalent to all other vocational education disciplines. Health occupations shall have equal representation and input into the implementation of policies at national, regional and state levels.

2. Program Planning, Development and Articulation

   Health occupations recognizes the need for articulation. Articulation is here interpreted as the relationship between educational programs which allows students smooth transition from one educational program to another - either horizontally or vertically.

3. Curriculum and Instruction

   a. Health occupations curriculum and instruction at the exploration and orientation levels shall be delivered and/or coordinated by persons possessing appropriate credentials in a health occupations speciality and appropriate credentials in teaching.

   b. Health occupations curriculum and instruction at the preparation level shall be delivered by health occupations practitioners appropriately credentialed in the occupation or profession related to the program area to be taught. In addition, these health occupations practitioners shall hold appropriate teaching credentials.

   c. Educational programs in health occupations education must be conducted within the framework of the legal standards and implications of each health occupation. These programs must also take into consideration the community and other external groups which have authority for establishment of related ethics and standards.

   d. Continuing education experiences shall be provided by vocational education to appropriate technical level health workers as is mandated by law and as is requested by the various occupations.

4. Informing, Assessing and Counseling Students

   The health occupations education faculty shall serve as guidance and counseling resource persons to assist students and others with activities and situations unique to health occupations.

6. Teacher Preparation and Certification

   a. A teacher shall have had recent and appropriate occupational experience in the occupational or subject matter area of the program in which he/she is going to teach.

   b. Health occupations teacher preparation program shall be under the supervision of an individual credentialed in a health speciality and credentialed also in education.

   c. Pre-service and in-service education and training programs for teachers in health occupations educational programs shall be provided within each state.

7. Learning Environments, Facilities, Equipment and Community Resources

   a. Health occupations instructors, administrators and state supervisors should be involved in the planning of health occupations educational learning environments, facilities and equipment.

   b. Health occupations education programs should maximize utilization of all available appropriate health facilities in training of students.

8. Evaluation, Research and Accountability

   a. Health occupations educational programs should include valid admission criteria for the selection of students.

   b. More research should be done in health occupations education since there is a paucity of empirical data related to health occupations education.

   c. Health occupations programs shall be accredited by appropriate professional organizations or boards when such accreditation is available.

9. Communications and Relationship, Image

   a. Health occupations educators shall utilize all resources available and attempt to expand to new ways of communicating. EPDA and other funds should be sought; regional Curriculum Material Centers, etc., should be utilized to further this cause. An additional workshop should be planned specifically for health occupations educators.

Group F: TRADE/INDUSTRIAL EDUCATION
Leader: George Kinsler

There were approximately 23 people in attendance. Others visited and went on to other meetings during the total session. Our plan was to have a general discussion on the subject of Trade and Industrial Education (T & I) and review how each of the ten categories of basic principles and concepts (App. C) fit in to the T & I scene as related to the subject "This We Believe."

After some discussion, it was agreed to break up into five subgroups to discuss the 10 categories of beliefs indicated in the pre-conference composite list of beliefs. Each subgroup was to identify its beliefs. With this arrangement, subgroup #1 worked on items 1 & 10; #2 on items 2, 3, 7; #3 on 6; #4 on 4, 5; and subgroup #5 on items 8 and 9. The following is a composite of the group's work:

Subject: Administration and Supervision, Business Management, Financing (Items 1 and 10)

1. The administration should provide the leadership to develop the delivery systems to meet the needs of all students.

2. The administration should be involved in curriculum, facility, and budget development.

3. The administration must provide guidelines to evaluate programs for accountability in terms of: cost of instruction, number of graduates, needs of students and needs of society today, and establish other criteria for program discontinuance.

4. T & I Administration should assure use of representative advisory committees in program development, selection of facilities and equipment, and as resources for information.

5. We believe the administration and program supervisors of T & I should be given the same status in the organizational structure as all other program service areas.

6. Trade and Industrial programs should be supervised to insure relevancy of instruction.

7. Business Management and finance must be adequate to carry out the objectives of each T & I program.

8. The Administration should assure articulation of T & I curriculum from secondary to post-secondary.

9. The Administration of the T & I programs should have both the educational and practical expertise in their area of responsibilities.

10. The Vocational and Technical Business Management should be responsive to cash flow methods of accounting in the T & I programs.

Subject: Program Planning, Development, Articulation, Curriculum, Instruction, Learning Environments, Community Resources (Items 2, 3, 7)

The following statements are unique to T & I and not other program service areas relevant to items 2, 3 and 7 on the pre-conference list of beliefs.

1. Necessary job analysis must exist. Specialized advisory committees must be used. Students should receive credit for competencies earned. Program forecasting in technological advances must be part of the responsibilities.

2. Without adequate facilities and equipment, trade and industrial programs cannot perform adequately.

3. Adequate entry and exit points should exist in the curriculum.

4. While we believe in individualized instruction, we also believe in group instruction.

5. Where it is impractical to purchase equipment and/or facilities, we should use industry's facilities and equipment.

6. Articulation is essential between industrial arts objectives and trade and industrial objectives.

7. It is the responsibility of trade and industrial education to comply with safety education.

8. Upgrading of industrial workers is an important part of training in industrial education.

9. Learning environment should be provided for students with special needs.

10. The economics of the occupation should be taught.

11. Every trade or occupational area has a minimal base of competencies which should precede specialized instruction.

12. Some form of cooperative training should be a part of the trade and industry training.

Subject: Teacher Preparation and Certification (Item #6)

1. A single state vocational agency is designated as the sole authority for certification of the T & I teacher.

2. The certification criteria is established, reviewed, and revised periodically by a trade and industrial advisory committee consisting of educators, the lay public and the State Department of Education.

3. Vocational T & I education programs should be competency/performance based.

4. A certification pattern is designed to insure competency in the occupational area, teaching skills, and with understanding of basics of the occupational area.

5. The perspective T & I teacher must show evidence of satisfactory work experience in the specific occupational field of teaching and must complete the required pre-service and in-service teacher education courses for the improvement of teaching competencies.

Subject: Informing, Assessing, Counseling, Placement and Follow-Up of Students (Items 4, 5)

Through student follow-up services, T & I programs can be held accountable for all program evaluation, for improvement of instruction, facilities and curriculum. T & I graduates should be followed-up.

1. We believe that the primary responsibility for informing, assessing or counseling individuals rests with the guidance personnel. T & I educators should also consider incidental counseling as part of their function and, in addition, make their expertise and laboratories available as career resources for potential students.

2. We believe that follow-up of industrial education graduates should be conducted personally, where feasible by T & I personnel, and shortly after placement in order to provide assistance in job adjustment and performance.

3. We believe the T & I education personnel should actively assist students and graduates in job selection decisions or other related activities.

4. We believe that T & I career counseling and decision making services should be available to individuals from elementary school ages through adult life.

5. We believe that realistic counseling in T & I requires a close relationship between industry, teacher training and all T & I personnel in order to keep abreast of new and related developments.

Subject: Research, Evaluation, Communications, Relationships, Images (Items 8 and 9)

1. Vocational educators should provide viable communication channels among business, industry, parents, students, taxpayers and the education community regarding vocational education opportunities.

2. Effective communications must be planned on an ongoing basis and must focus upon goals, accomplishments and issues.

3. Research in vocational education supported by local, state and federal funds should be used to identify priority needs, and conduct basic investigations regarding new and evolving occupations, pilot programs, local action research, periodic follow-ups, skill and needs surveys.

4. Specific plans for the dissemination of research findings and implementation of successful demonstration programs should be formulated and carried out.

5. Program evaluation is an ongoing in-depth self-review focusing upon students, staff, curriculum, instruction, facilities, and equipment. This self-review is periodically followed up by an external evaluation team which includes representatives from industry, peers, and state leadership.

6. The goal of program evaluation is to ensure quality standards and competency-based instruction necessary for the dual constituencies of industry and students.

Group G: DISADVANTAGED/HANDICAPPED (SPECIAL NEEDS)
Leader: Linda McFaul

It was the general feeling of participants within Group G that those general beliefs, concepts and principles which apply to all areas of vocational education apply equally to the special population or category addressed by this group.

However, the following statements are submitted as having particular relevance and significance to the category of "Special Needs" programs in vocational education.

1. Special needs students should have equal access to all vocational education programs and supportive services should be provided when necessary.

2. For those students whose impairment or need precludes entry into regular vocational programs, modified vocational education programs should be provided.

3. Interagency cooperation is essential for effective provision of services to special needs students enrolled in vocational education programs.

4. Administrative responsibility for the vocational education of special needs students should be under the direction of vocational educators.

5. Concepts and strategies for the integration of special needs students into vocational education programs should be addressed by vocational teacher education institutions.

Group H: ADMINISTRATION/SUPERVISION
Leader: George Kosbab

In submitting this report, the information is derived from consideration of two major components:

1. A review of the green sheets ("Composite List of Basic Beliefs, Principles and Concepts of Vocational Education", pre-conference paper). See appendix C; And,

2. A review of the comments and suggested changes by the participants in Group H.

The comments were those raised by committee members as areas which should be added to or modified with those reports given unofficially from each of the previous sectional meetings. The verbal reports were "unofficial" and may have omitted some of the items which were discussed.

1. Administration and Program Supervision

   a. There should be a single state agency at the local, state and federal levels for administering vocational education.

   b. There should be articulation between local, state and federal levels (with no grand master laying it hand on the other).

   c. There should be advisory committees for all programs.

   d. Reaction to number 8 on green sheet - There should be specialists at state and federal levels with expertise in a field of vocational education to provide consultative services to locals and states.

   e. Supervisors and administrators believe that there should be leadership at national and regional levels to help states function to meet objectives of vocational training at local level and state level.

2. Program Planning, Development and Articulation

   a. It was reported that the green sheets were used only as a guide for discussion.

   b. Program planning needs to include educators which was not specifically identified in the points reviewed.

   c. Basic support was given to the nine statements updated. See report of group session #2.

3. Curriculum and Instruction

   a. Statements of group were prepared for local interpretation and implementation.

   b. Supervisors of vocational education need to see that evaluation is a part of curriculum.

4. Information, Assessing and Counseling Students

   a. As supervisors we must be prepared to merchandise the product of our vocational program.

5. Student Placement and Follow-Up Services

   a. Placement services should help all students take their next step.

   b. Follow-up should be done periodically, systematically and realistically.

   c. There should be mandatory follow-up for accountability of product.

   d. Follow-up information should be collected in a uniform manner across states.

6. Teacher Preparation and Certification

   a. Administration must address teacher competency and selection prior to entering the classroom. Confidentially of records to access previous success is hampering administrative processes. A system needs to be developed to access potential teaching excellence.

   b. Administration needs to continue to appraise its in-service education program and have input to the pre-service educators of vocational teachers.

7. Learning Environment-Facility, Equipment and Community Resources

   a. Many statements as reported seem redundant.

8. Evaluation, Research and Accountability

   a. This discussion group separated into three sub-committees.

   b. Vocational education is accountability.

   c. Research should provide a basis for comparative data for growth and development of vocational education at all levels.

   d. Action research needs to be encouraged at local level by vocational personnel.

   e. Want practitioners to utilize research results.

   f. Students need to be accountable within the evaluation system.

   g. Employers need to review the educational product.

   h. The paperwork process of accountability is becoming overwhelming. Effective return on funds can be diminished through bureaucratic procedures.

9. Public Relations (early committee changed title)

   a. There is total support for P.R. personnel in the schools or other effective means of community relations.

   b. There is concern for the lack of evidence of good public relations expertise.

10. Business Management and Financing

   a. Single state agency for funding of vocational education is desirable.

   b. A systematic accounting system within state and clear federal regulation are believed.

   c. A total support for the ideas and concepts as developed within the earlier committee were supported.

Group I: GUIDANCE/COUNSELING
Leader: Larry Fosler Recorder: Robert Goessler

1. Administration is responsible for guidance services.

2. The guidance program:

   a. Should provide an information system and the necessary skills to enable people to make decisions.

b. Should prepare parents for involvement in the guidance program.

c. Should provide the student with an understanding of the career development process and to relate it to their education and training.

d. Should provide staff with an understanding of the career development process. Through pre-service and in-service education equip instructional staff with the skills/knowledge to implement this process.

e. Should provide effective communications to internal and external audiences and should utilize the most appropriate means available.

3. A written program including budget should cooperatively be developed to define the program of guidance services. The written guidance program should provide the basis for evaluation activities.

STATE SESSIONS

Following the second reaction panel, the participants met in state sessions. State groups were asked to "verify, edit and expand the lists of basic beliefs, principles, and concepts for vocational education appropriate for your state. Identify the implications of this conference for your state. Develop tentative plans of action."

Reports of these sessions remain with each state. Each state is to follow through with formulation and development of appropriate committees or task forces, workshops and conferences to address the implications of this conference.

CONFERENCE SUMMARY

Homer Edwards expressed appreciation to the participants for the work they did and challenged the states to convene groups to implement a follow-up to this conference. Some of the questions which must be studied include: "What is vocational education?" "What is Pre-Vocational Education?" "What is Career Education?"

Although there are differences among the states, we hope that each person can be just as proud of what the other states are doing as you are proud of what your state is doing. The final report of this conference will be a foundation and a beginning on which to build. Minnesota will be administering the Regional project next year.

Dr. Donald Brill alluded to a fourth dimension affecting vocational education. Other groups are looking at us. Shifts are taking place in values, population, employment, technology, resources, economy, checks and balances, and unemployment. Encroachments by other bodies include tuition policies, program surveillance, accountability, aid formulas, credit assignment, master plan, reduced taxing power, productivity increases, etc.

We must counter the above movements with vigor and a sense of responsibility. Vocational education is in an era of acceptance as being a front line tool for solving social problems. It is important that we maintain our visibility and develop strategies for building and fortifying our movements as a tool for alleviating the many social problems of today.

A report of the conference evaluation is indicated in Appendix A.

APPENDIX A

SUMMARY OF CONFERENCE EVALUATION

NUMBER OF RESPONSES - 81

NUMBER IN ATTENDANCE - 173

1. What was your overall impression of the conference?

2 Poor 4 Fair 49 Good 2 Very Good 20 Excellent

2. Degree to which program outcomes met my prior expectations.

7 Program exceeded my prior expectations
40 My prior expectations were well met
27 Program was adequate in this respect - could have been better
6 Program was barely adequate in this respect
1 Program completely failed to meet my expectations

3. Applicability of content to my needs.

23 Content was exceptionally well related to my needs
37 Content was moderately well related to my needs
14 Content was adequate - could be better
3 Content was only slightly related to my needs
0 Content was completely unrelated to my needs

4. What was the major strength(s) of the conference?

- Small group discussions with emphasis on sharing - 28
- Determining a commonality of beliefs - 28
- People participation - 21
- Program format - 12
- Resource persons - 8
- Individual informal discussions - 5
- Open communication - 4
- California project presentation - 4
- Legislative updates - 1
- Funding - 1
- Identifying the major problems in the region - 1
- State Directors in-put - 1

5. What was the major weakness(es) of the conference?

- Not having written summaries of previous small group products - 24
- Motel management (rooms & meal service) - 20
- Wednesday afternoon service area conferences (very unorganized) - 19
- Speakers - 12
- Lake of materials prior to conference (list of participants, green sheet, etc.) - 6
- Conference needed specific objectives - 5
- Not enough female or minority participation - 4

- California project presentation - 3
- Need for participation in the conference by generalists (NIE, ASCD, etc.) - 3
- Belaboring issues - 2
- Not enough variety in general sessions - 2
- Not enough time for state approaches - 2
- Lack of real grass root Vocational Educators (teachers, local staffs) - 1
- Not enough time to complete goals - 1
- Not enough outsiders to help us think - 1
- Needed a better explanation of policy making process at local, state and national level - 1
- Final session should be a review of rewrites - 1
- Too much smoking - 1
- My own lack of preparation - 1
- Needed a tour(s) for second evening - 1
- Random committee assignments - 1

6. Indicate topics, speakers and format you would like considered during the planning process for future conferences.

Topics:

- Continuation of principles, policies, philosophy - 20
- Conference leadership techniques - 1
- Accountability models and reporting procedures - 2
- Comparative state legislation as influenced by federal laws/regulations/ mandates - 9
- State plan comparisons between states - 3
- Management techniques - 4
- Regional/State staff, Regional/Local staff, Federal staff group/self assessment - 1
- Alternative models for staff preparation and development - 1
- Curriculum development activities (occupational analysis) - 3
- Evaluation practices and procedures - 2
- Affirmative action in Vocational Education - 1
- How civil rights may affect our programs - 1
- Youth group activities - 1
- Perspective on changing role of vocational education in the Career Education Movement - 1
- Research in Vocational Education - 1
- Alternative delivery systems relevant to vocational education - 1
- Information about regional resources - 1

Possible Speakers:

- Dr. Shoemaker - Ohio - 2
- Dr. John Walsh - 1
- Dr. Gordon Swanson - U of Minnesota - 1
- Lowell Burkett, AVA - 1
- Selected political leaders (Congress) - 2
- Franche, General Motors - 1
- Brody, U of Illinois - 1
- Fitzgerald, Ford Motor Co. - 1
- Dr. Mel Barlow - 1
- Someone from ASCD, give perspective on where Voc. Ed. fits into total picture - 1

- Representative from National School Board Assocation or Administrators Association - 1
- Speakers from management and labor - 1

Format and Other:

- Use of secretarial assistance and reproduction facilities - 2
- More local agency personnel involvement - 2
- More state presentation with representatives needed - 1
- Smaller group should be involved - 2
- States show and tell - 1
- Individual sessions for just local administrators or just state administrators - 1
- Multi-occupational sessions - 1

The highlights of the above are as follows:

- 75% indicated their overall impression of the conference was from good to excellent.

- 60% felt their prior program expectations were exceeded or were well met. An additional 35% stated that their prior program expectations were adequately met, but could have been better.

- 80% stated that the content of the conference related very well to their needs.

- Many expressed appreciation for the opportunity to work in small groups within a variety of configurations during the same conference. They liked meeting in a random mix, also by disciplines and by states.

- Many expressed the need for more organization and direction of purpose in the small group sessions. Special emphasis was made for more specific objectives, for more specific direction for group leaders, for follow-up working documents from previous small group discussions. The first series of small group sessions benefited from the original working paper, but the discipline and state meetings did not have the products of previous discussions in hand from which to build.

- Many expressed the desire to continue in future conferences building upon the products of this conference.

APPENDIX B

LIST OF RESOURCE PERSONS AND PARTICIPANTS BY STATE (*)

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* Note: Numbers and letters indicate corresponding work group participation (See agenda). Some are not shown due to moving from one group to another, one day attendance, or were not recorded.

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APPENDIX C

(FOR DISCUSSION)
A COMPOSITE LIST OF BASIC BELIEFS, PRINCIPLES
AND CONCEPTS OF VOCATIONAL EDUCATION*

I. ADMINISTRATION AND PROGRAM SUPERVISION

1. A single administrative structure with full authority for vocational education is needed at the state level. The identity of the agency should be clearly defined, functional, and reasonably autonomous and independent.

2. The administration and supervision for Vocational Education is a cooperative and integrated approach from all levels of administrative responsibility and authority. The State Staff as well as the local vocational education administrative team is responsible for the satisfactory functioning of the total vocational education program. To accomplish this, the administrative personnel will use a variety of management and organizational technicians which are beneficial to the teaching and learning activities and contribute to the community of which vocational education is an integral part. The state will provide leadership and support for local and state administration objectives.

3. That administration and program supervision in vocational education must be realistic as well as futuristic in order to fulfill person-power needs as they exist and are evolving to be.

4. The appropriate level educational agency should coordinate the operation of all vocational education and training programs at the local level.

5. Administration and program supervision in general must be more receptive of, and in fact demanding of, full utilization of instructional staff expertise.

6. Must be a combination of state and local administrators working together very closely.

7. One unified agency at the national level should serve the total vocational-technical community, including secondary, post-secondary, and higher education.

8. At both national and regional levels, persons should be assigned specific responsiblities for administration and supervision in his/her own area of expertise (program area).

9. A single state board of vocational education should administer and coordinate the planning of vocational programs on a state-wide basis, with program area specialists identified and assigned to provide services/supervise each program area.

* As compiled from lists submitted by states of Region V, USOE. Categorized according to work groups for discussion, expansion and revision.

10. Vocational education programs should be supervised and evaluated to assure relevancy and quality.

11. State supervivion of local programs should be a "helping" rather than a "compliance assessing" relationship.

II. PROGRAM PLANNING, DEVELOPMENT AND ARTICULATION

1. The planning of occupational programs should come from a broad base of persons representing each occupation for which programs are planned. It should also include vertical representation of various levels to insure proper articulation between educational levels.

2. Vocational education program planning should be based on identified manpower needs at the local, regional and state levels.

3. The state assumes its planning responsibility through a management by objectives approach. These objectives are stated in measurable terms and within specific time parameters.

4. Local educational agencies planning and program development are based upon a detailed study and resultant data regarding demographic and employment factors.

5. Program approval from a state point of view is based upon local program request justification and compatibility with the state program objectives.

6. Program planning, development and articulation must be done in such a manner that Vocational Education is kept on target, up-to-date, and understood.

7. Comprehensive over-all vocational education program offerings should provide sufficient diversity, flexibility and accessibility to meet the needs of all persons who want, need and can profit from such instruction regardless of age, sex, handicap, creed, race, color, national origin or ancestry.

8. Cooperation needed between national, state and local administrators in order to deliver quality programs.

9. Any of the three in isolation, is ineffectual. Too often programs are "developed" in a vacuum with insufficient planning and no logical "next step."

10. Must be a cooperative effort of the community, the school and the state department of education.

11. Program content must be articulated through the secondary and post-secondary levels to reduce overlaps and remedy omissions.

12. Program planning should be initiated at the local level and through a regional and/or state-wide coordinated system, articulation and equality of opportunity can be realized based on needs of individuals as well as the supply and demand in the labor market.

13. The use of well defined program objectives and competency levels would promote articulation within vocational education.

14. Vocational leaders have responsibility to create an environment in which various differnt vocational teachers, students and employers can articulate goals, problems and methods between program areas.

III. CURRICULUM AND INSTRUCTION

1. Curriculum should be competency based and instruction should be delivered in a goal oriented frame of reference, with full awareness of the cognitive and affective domain.

2. Curriculum should be designed to meet local, area, state and national priorities - in this order.

3. The curriculum should be designed and carried out by qualified educators with input from competent resource people and the employing community.

4. Curricular content starts with a job and ends with a student on the job.

5. Instructional program content in vocational education must be based upon a current occupational analysis supplemented by local community surveys and advisory committee input.

6. The course of study embraces a core-curriculum approach which includes all of the discipline related to a given occupational area. It also includes an uninterrupted time block that will assure students the opportunity to practice and refine the necessary manipulative skills required for entry level employment.

7. The teacher must be competent in the occupation which he is teaching as evidenced by a satsifactory work experience record. He must also be competent in the skills of teaching, acquired through pre-service and in-service teacher education programs.

8. Occupational curricula and instruction should be prescriptive to accommodate past experiences, developmental levels, individual learning styles and available opportunities for worthwhile and satisfying employment.

9. Vocational education curriculum and instruction should be based upon an analysis of the skills, knowledges and attitudes of the job or occupation for which the students are to be trained.

10. Curriculum and instruction should help fulfill the needs that individuals have in being a productive and worthwhile part of the United State's economy.

11. Vocational education curriculum and instruction should be based upon individual student aspirations, interests, wants, desires, values, goals, aptitudes, abilities, achievement levels and potential life roles.

12. Students should be able to select from alternative ways of learning skills because people learn in different ways.

13. Curriculum development is the joint responsibility of the U.S. Office of Education, Regional USOE offices, State Departments, teacher education departments and local education agencies.

14. A constantly changing planning and evaluation responsibility.

15. Quality instruction can succeed in spite of poorly developed curriculum. The best curriculum combined with poor instruction offers no chance for success.

16. Is the backbone of the vocational education programs.

17. Instruction should be provided by individuals both knowledgeable and competent in the field; who have also acquired adequate teaching competencies, and who can relate to the students how that particular job fits into the scheme of things.

IV. INFORMING, ASSESSING AND COUNSELING STUDENTS

1. A basic belief in guidance is that information about educational, career and personal-social concerns is needed by all students and that it is the professionally trained school counselors responsibility to provide input and leadership in the delivery and coordination of these services. Guidance Services are needed which aid youth to develop an awareness and appreciation of work, a motivation to work and a knowledge of the range of career opportunities available upon completion of various educational programs. Each school guidance program should provide pupil assessment services designed to help each student examine their individual potentialities and achievements. Both the individual and group counseling services of a professional counselor should be available to all students upon request or referral.

2. In order that society gain the greatest benefit from its most valuable resource, youth, it is important that the youth gain, at an early age, an awareness of as many occupational areas as possible. Career centered education should prevail at the elementary, middle school and junior high school levels. Individual counseling including self-awareness should assist the student in his or her decision prior to his selection and entrance to occupational preparation. Assessment of successors in this process should be continuous following a students first occupational decision.

3. Informing, assessing and counseling students should help all individuals to see themselves in a realistic manner and yet expand each person to his or her limits.

4. Appropriate counseling and guidance is an integral part of vocational education programs and should be provided for vocational education students to assist them in assuming their roles in society.

5. Objective data regarding the interests and aptitudes of students should be made available to the teacher upon request and as approved by the student.

6. Career counseling should extend from elementary through adult with emphasis on career decision making based on realistic goal setting and self assessment.

7. Provisions should be made for assessing capabilities as well as interests of students.

8. Career education should be infused into and be an integrated part of the total educational program; with vocational education as one of the major components. Vocational educators should be charged with the responsibility of assuming an active role in informing the other components about the total vocational program.

9. A local effort is needed to implement a complete student personnel system although a strong state and national commitment is needed.

10. Persons need career counseling throughout their entire lives, from pre-school through retirement. The State Office of Education should provide leadership and assistance to LEA's for informing, assessing, and counseling students. The teacher training institutions, with leadership and assistance from the State Office of Education, should provide for pre-service and in-service training of teachers in these roles.

11. A vital activity for career development.

12. These are among the most crucial concerns in vocational education. They are the most neglected of the many concerns, and when attended too, are likely to be the charge of the most inadequately prepared individuals.

13. Must be a major program component, especially suited to meet student needs.

V. STUDENT PLACEMENT AND FOLLOW-UP SERVICES

1. That an integral part of vocational education is student placement and follow-up; the truth of vocational education surfaces in these activities.

2. An evaluation of our effectiveness.

3. Every vocational education program, regardless of level, has a moral obligation to follow-up on program completors in order to provide additional services and to acquire valuable feedback.

4. Placement must be an integral part of all vocational education and training programs and should help all students take their next step to enter either: (1) job market, (2) apprenticeship program, (3) further vocational education, (4) higher education, (5) armed forces, or (6) other area of endeavor.

5. Student placement services charged with responsibility for placement of <u>all</u> students, vocational and non-vocational, will suffer insofar as credibility is concerned. Lack of job preparedness will be generalized to the total population served.

6. Job acquisition, as a first experience in the working world, should be largely the responsibility of the job seeker, with the school based service being responsible to cultivate potential placement stations and serve a contact/referral role.

7. Follow-up studies, to reasonably effect programmatic change, must be conducted after the graduate(s) achieve a level of job stability. A follow-up conducted four or five months after graduation is ineffective.

8. Must aid in the evaluation and improvement of programs and services.

9. Placement services should be provided by all educational agencies to assist all occupational education students in entering the world of work or into educational institutions for further training.

10. Follow-up of students of occupational education programs should be conducted at regular intervals on a longitudinal basis for the purposes of evaluating, upgrading and improving existing programs, and planning and developing new occupational education programs.

11. Placement services which provide assistance to students in obtaining employment or taking the next step in education or training represents an essential guidance service which should be delivered under the leadership and coordination of a professional school counselor. Job and educational placement must be given equal emphasis as a part of the career planning and development of each student according to his or her individual needs. Follow-up is a basic research tool. These studies can provide valuable data concerning employment patterns and post-high school educational opportunities which can allow school counselors and vocational educators to cooperatively assess the effectiveness of existing programs and to make recommendations for increasing or expanding current curricular offerings.

12. The responsibility for student placement and follow-up services belongs to the local level agency and the student placement and follow-up services should be held accountable for reporting by the single state board for vocational education.

13. Initial placement of a student on a job should be an integral part of the on-going program and may be one criteria for program evaluation with consideration given to the various reasons for non-placement such as articulation with another program.

14. Follow-up data should be used as a criteria for continuing, eliminating or starting up new programs as well as for the improvement of instruction, facilities and/or curriculum.

15. A unified vocational pupil personnel service may encompass counseling, placement and follow-up with vocational specialists serving in either specific roles or dual roles depending on their expertise and/or number of students to be served.

VI. TEACHER PREPARATION AND CERTIFICATION

1. Teacher preparation and certification should both be designed to be compatible with one another and be an asset to the professional growth of an individual in Vocational Education.

2. Vocational teacher education programs should be competency/performance based.

3. Teacher education programs should grow out of competency/based research that is periodically up-dated.

4. A certification pattern should insure competency in the occupational area, in teaching skills, and in knowledge and understanding basic to the occupational area.

5. Teacher educators should receive advancement credit within the university for activities and services expected and needed by the vocational community within the state and nation.

6. Teacher educators should be able to experience the current business/labor/industry/work/personnel environment in their particular program area on a periodic basis for up-dating of skills and perceptual framework.

7. Pre-service and in-service education and training programs for teachers should apprise them of the use of various media, hardware, software, and alternative methods; and should emphasize how to adapt existing materials and instructional techniques to meet the individual needs of students and business and industry in their own state and community.

8. Vocational teachers become technically obsolete and must continually strive to keep up-to-date.

9. The certification of vocational education teachers is a responsibility of the state, based upon recommendations of approved vocational teacher education institutions.

10. The prospective vocational education teacher must show evidence of satisfactory work experiences in the field in which he is going to teach. In addition, he must complete required pre-service and in-service teacher education courses in the process of developing and/or improving his teaching competence.

11. Certification renewal is dependent upon complying with certificate renewal requirements which is a means of assuring that teachers will stay abreast with the latest teaching techniques and methodology.

12. Vocational teacher education programs should include reasonable criteria for the selection of prospective teachers.

13. An area where we seem to have the least influence (teacher preparation). No problems with certification in Michigan.

14. A massive infusion of in-service effort is needed to bring many teachers abreast of extensive changes of the last five years.

15. Occupational experience requirements for certification in Michigan are grossly inadequate in many areas.

16. Must be strictly controlled by one state agency.

VII. LEARNING ENVIRONMENTS, FACILITIES, EQUIPMENT AND COMMUNITY RESOURCES

1. The community is a valuable instructional and experential resource which should be more effectively utilized. The learning environment should be such that most nearly reflects what is in the work world. Leadership and assistance from the State Office of Education should be given to LEA's in working with advisory committees and other community resources to plan for and develop quality programs.

2. Community resource facilities should be used as learning environments when compatible to the objectives of vocational education.

3. Learning environments - facilities, equipment and community resources are a means for helping an individual to grow from one stage in life to another.

4. The learning environment for vocational education programs must closely resemble the actual work environment which the student will experience on the job.

5. The facilities, equipment and community resources must be such that each student is afforded the opportunity to develop and refine those skills necessary to gain entry-level employment.

6. In Michigan, the only element that is not used to a fine degree is our Community Resources.

7. A complete learning environment includes facilities and equipment with capabilities comparable to those in the "working community." Any learning environment devoid of maximum utilization of community is indefensible.

8. Can be best developed by strong local leadership.

9. The learning environment for occupational education programs should emulate the conditions of employment which will be encountered by those being prepared for the world of work in this way maximum transfer of learning can take place.

10. Consideration should be given to viable options for the delivery of vocational education, including school based, industry based and community based models.

11. Local resource people should be an integral source of information and advise in program and facility planning with additional input from state level consultant personnel.

12. Facilities and equipment used in vocational education programs should provide the opportunities for students to experience the type of functions being performed in the actual job situation by encumbent workers where skills, knowledges and understanding can be demonstrated and practiced in a work environment.

13. The learning environment should be constantly evaluated based on program objectives and changing needs brought about by technological advances.

VIII. EVALUATION, RESEARCH AND ACCOUNTABILITY

1. Vocational education institutions and their faculties should be held accountable for their students' learning and the educational program.

2. Evaluation, research and accountability are all a necessity of vocational education, but have to be harnessed in order to be useful and understood.

3. Evaluation of vocational education programs should be the responsibility of the state department.

4. Vocational education is the most accountable of all areas of education for its output is continually tested in the job marketplace.

5. Successful job placement related to the program of instruction is one of the measures of the effectiveness of a vocational education program.

6. We are working at it but are only getting close on accountable state.

7. Evaluation and accountability are inseparable and their absence inexcusable. (Accountability defined as I interpret it).

8. An on-going system of formal evaluation and accountability should be an integral part of vocational program planning and operation at all levels in the state's educational system. Statements of objectives of all programs should include criteria for measuring their attainment.

9. Research in vocational education, supported by state and federal funds, should be determined according to priority needs as identified by advisory groups representative of a range of vocational interests and levels.

10. Research findings should be quickly and wisely disseminated.

11. Program evaluation is a concept of in-depth self-review focusing upon the students, staff, curriculum and instruction, and facilities and equipment. This self-review is conducted on a regular basis at the local program level, followed by an external review by a state leadership team. Pursuant to the self-review and external review processes, program improvement recommendations and ideas are established and prioritized to provide direction to the local education agency for program up-dating and/or improvement.

12. Research is a cooperative effort between the LEA's, the SEA's and colleges and universities within the state; however, the leadership responsibility for research funded through the SEA is a responsibility of the State Department of Education. Such leadership responsibility must focus upon immediate and projected research needs, coordination of research efforts and optimization of research dollars.

13. Research in vocational education, if construed to include extensive "pilot" efforts, must produce a product which has more transportable features than most from the past.

14. Must be on-going major components of all vocational education programs.

15. Evaluation should be both formative and summative, focusing on identified objectives, resources, transactions and outcomes of vocational education in light of realistic life opportunities.

16. Vocational education should include components related to the students, the program and to the institution; it should involve teachers, students, parents, employers, counselors and the community, it should be based on specifically stated behavorial/performance/competency objectives and should be performed on a planned system sequence.

17. Evaluation should consider cost effectiveness regarding program objectives met as well as numbers served.

18. Vocational research should be directed to designated priority areas including innovation, longitudinal studies and curriculum development.

19. Local action research, conducted by the teacher or administrator in the field should be funded and encouraged.

20. Specific plans for the dissemination of research findings and the implementation of successful innovative programs should be formulated and carried out.

IX. COMMUNICATIONS AND RELATIONSHIPS, IMAGE

1. Communications and relationships, image in helping to expose vocational education is an on-going activity which is, at times, in constant conflict with values established by our society.

2. Appropriate vocational education data, facts and information should be compiled and distributed to various target individual and groups having an interest and/or responsibility in vocational education.

3. Communications are the responsibility of all professional personnel involved in vocational education and must be recognized as such.

4. If effective communications are to be achieved, it must be a priority concern at any program level and someone must be designated as the person responsible that it happens.

5. Effective communications must be planned on an annual basis and must focus upon local goals, accomplishments and issues.

6. Effective communications must address both internal and external audiences and must utilize all of the media available to tell the vocational education story.

7. Vocational education must rekindle and foster achievement through individual private enterprise in relation to pure employment, e.g., "job making" skills as compared with "job finding" skills.

8. Everyone involved in vocational education is responsible for projecting the positive image of vocational education.

9. These should be included within program areas at all levels, objectives dealing with efforts to promote communications:

   a. Among vocational personnel.

   b. Between vocational educators and various other education groups.

   c. Between vocational educators and other identified outside publics.

10. Vocational education has a good image despite some poor or weak communications between groups that should be very cooperative.

11. Without appropriate communications there are no positive relationships and consequently a totally negative image. No program can survive an image failure.

12. A positive image can be developed and maintained by providing programs that satisfy constituents needs.

13. National, state and local vocational educators are responsible for providing viable communication channels between business, industry, parents, students, taxpayers and vocational education community regarding vocational education opportunities. This information flow must be continuous, open and positive.

14. The total vocational family should have a common theme and unified system of communication within its own ranks if concern and support for the total program is to be realized.

15. Vocational education should be an integral part of the total educational enterprize and all educators should work to see that its unique role is understood, appreciated and promoted by all.

X. BUSINESS MANAGEMENT AND FINANCING

1. Financial programs should be provided which will insure that budgets reflect an appropriate level of local, state, federal and other funding in accordance with local, state and federal needs and goals.

2. Financing of vocational education is the responsibility of the federal, state and local governments as well as the business and industrial community and should be coordinated through a single state board for vocational education so that all students have access to programs from which they can benefit from within vocational education.

3. Short and long range planning based on adequate data, sound management practices designed to achieve the programs' stated objectives, and the utilization of the available resources in the best possible manner, should be a goal of the vocational administrator.

4. Decision making in vocational education program management must be based on valid and reliable data regarding the costs and effectiveness of the various component parts if truly the greatest benefit (short and long range) is to be gained.

5. Various sources of funding are available for support of occupational education programs including public and private sources. The prime motive for offering and maintaining an occupational program should be needed with the availability of funds being a secondary reason for such offerings.

6. What can you say - a daily battle and in constant search for finances for program expansion and improvement.

7. Vocational education programs need improved funding as well as sound business management in order to succeed.

8. Categorical federal funding will facilitate the overall advancement of needed high quality vocational education and training programs in the most efficient manner.

9. Business management and financing in vocational education is a shared responsibility between state and local agencies.

10. Financing in the areas of facility construction, equipment acquisition and program operation is determined in large part through state developed and administered standards. Local districts must show evidence of interest and commitment through the investment of local dollars, usually on a fifty-fifty matching arrangement.

11. Business and industry should take an active part in the financing of vocational education through extensive interfacing between proprietary and public vocational education.

12. Accountability, not only of vocational education but all phases of education, demands good business management and financing. Education has lost its total acceptance which once it had along with other all American things, such as: apple pie and Motherhood.